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ABSTRACT

A student and school staff needs assessment was conducted to determine the career education needs of South Carolina students in the elementary, middle/junior high schools, and senior high schools. The special needs of handicapped and other educationally disadvantaged students were also considered. The needs assessment procedure was structured on the following seven basic elements of career education: self-knowledge; decision-making skills; career awareness; economic awareness; educational awareness; attitudes and appreciations; and social awareness. The study was based on a stratified random sample of forty-seven counties and included a total of 108 classrooms at the fourth-, eighth-, and twelfth-grade levels. Results were analyzed and compared to national career education needs assessments. Some of the findings include the following: (1) on the elementary level, significant needs exist for provisions for a local needs assessment, identification of school and community resources, and increased emphasis on the use of counselors and testing to help students identify their interests and aptitudes; (2) on the middle/junior high and senior high school levels, significant needs exist for a local needs assessment, formal implementation plan, inservice training, released time and planned conferences for materials development, field trips, and evaluation of career education efforts; and (3) for handicapped/disadvantaged students, critical needs exist in the area of career education opportunities offered to all students with special emphasis at the high school level on matching the interests and aptitudes of individual students with future occupational possibilities. (Two related documents are available--a user's manual to assist local education agencies in evaluating career education in their schools [CE 018 805] and a detailed description of the instruments used to assess South Carolina's career education status [CE 018 806].) (BM)

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South Carolina
Career Education Needs Assessment Survey

INTERPRETIVE REPORT

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Columbia, South Carolina

March, 1978

The major responsibility for conducting the survey and assimilating results was assumed by Dr. Mary S. Lesslie of CODAR, Inc.

CE 018 807

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Part I

Review of Earlier Surveys

Academic Achievement of Students

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REVIEW OF EARLIER SURVEYS

To begin the assessment of the needs of South Carolina students in the area of Career Education, let us turn to existing sources of information on skills, attitudes, and aspirations of students passing through and leaving the public school system of the state. We will complete the review by considering what the citizens of the state want their children to receive from public schools, and which areas they select for additional emphasis.

Academic Achievement of Students

The Statewide Testing Program monitors student achievement in the basic skill areas of reading, language, mathematics, reference skills, science, and social studies. The Comprehensive Test of Basic Skills (CTBS) is administered to students in grades four, seven, and eleven. The total reading, total language, and total mathematics CTBS scores of students are combined to produce a total battery score which is based on the largest number of items and, therefore, is the most reliable score.

The following table shows the median grade level CTBS total battery scores for the stat's fourth, seventh, and eleventh grade students for three school years as compared with the national median scores.

CTBS Total Battery Scores[1]

	73-74	74-75	75-76
4th grade (National median 4.1)	3.4	3.4	3.6
7th grade (National median 7.1)	6.0	6.0	6.1
11th grade (National median 10.1)	10.3	10.1	10.2

Comparing state median scores with the national median scores, it can be seen that the average South Carolina student in the upper grades is about a year behind his national counterpart on the CTBS total battery score. Further examination of percentile scores for the state's students shows that the largest group of students (35-40%) at all three grade levels scores in the bottom quartile (1st-25th percentile) when compared with their national counterparts. About 15% of the state's students score in the top quartile (76-99th percentile).

Self-Concept and Attitudinal Measures

It has been pointed out that if the graduates of South Carolina's schools are to be sufficiently prepared to face the future, they will need more than basic skills in reading and mathematics.[2] In 1974 the South Carolina State Department of Education assessed the self-concept of students by administering the Student Survey and Attitude Inventory, which gathered a wide range of information on the students, their backgrounds, and their

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[1]South Carolina State Department of Education, South Carolina Assessment of Education Needs (Columbia, S.C.), 1976.

[2]South Carolina State Department of Education, Final Report of South Carolina Student Survey and Attitude Inventory (Columbia, S.C.), 1974.

attitudes toward themselves, other people, and the world. Most of South Carolina's seventh grade students and about ten percent of the ninth and eleventh grade enrollment participated in the survey.

Assuming (perhaps arbitrarily) that mature self-concept among students consists of responding correctly more often than not to questions that measure individual adequacy on the Student Survey and Attitude Inventory, then the following proportions of students at the three grade levels sampled in the survey have a mature self-concept:

Grade 7	Grade 9	Grade 11
61%	69%	80%

Based on these results, the SSAI report points out, the conclusion can be drawn that a solid majority of students have a mature self-concept and that more students in the higher grades than in lower grades have a mature self-concept.

The SSAI Inventory also asked students to consider a list of traits or brief descriptions of what a person may do or be like. The students were asked, among other things, to indicate how important it was to them to be like each description. The table below shows some of these items with results from eleventh grade students.

	Extremely Important	Somewhat Important	Not Important or Don't Know
Being a hard worker	67%	31%	2%
Being well-liked	60	35	5
Contributing to community/society	33	57	10
Making my own decisions	77	21	2
Getting along with people of other races, religions, and customs	70	27	3

The majority of students felt it is extremely important to be a hard worker, be well liked, and to get along with other people. The largest proportion of eleventh graders felt it is extremely important to make their own decisions (77%), and the smallest proportion felt it is extremely important to contribute to the community and society (33%).

Student Perceptions Of Educational Goals and Preparedness

The Battelle Perceptual Needs Survey of the state's senior high school class of 1976 collected information on student perceptions of educational goals for the school system as well as student and system needs.[3] Participants were all seniors in 28 randomly selected high schools in the state.

The survey attempted, in part, to obtain data about the students' perceptions of desirable educational goals and their personal preparedness. Given a list of goal statements, seniors were asked to indicate the amount of emphasis (major, some, minor) which each should receive. Results (in part) are shown below in terms of the proportion of students who through the goal should receive major emphasis.

Educational Goal	Major Emphasis
Be able to read and understand written material	78%
Know right from wrong	69%
Get along with others	64%
Understand mathematics for everyday problems	63%

[3] "A Perceptual Needs Survey of the Senior Class of 1976." South Carolina Assessment of Educational Needs, pp. 217-225.

	Major Emphasis
Develop career and occupational skills	61%
Develop a feeling of self-worth	60%
Learn how to deal with a changing world	58%
Be prepared to enter college or technical or business school	57%
Communicate effectively	56%
Recognize own personal strengths and weaknesses	56%
Understand scientific principals	19%
Speak a foreign language	11%

Over three-quarters of the students agreed that being able to read and understand written material should receive major emphasis in school, with about 60% wanting major emphasis to go to mathematics for everyday problems. Over 60% also wanted major emphasis on knowing right from wrong and getting along with others, and developing career and occupational skills. These and similar findings led to the two major conclusions of the Bettelle Survey, which were:

(1) Seniors realize the importance of the basic academic areas.

(2) Seniors feel the development of social-interpersonal skills is equally as important as the acquisition of academic skills, if not more so.

The Bettelle Survey also obtained information about the seniors' perceptions of their own educational needs. Students were asked to rate how prepared (well prepared, somewhat prepared, not prepared) they felt with regard to a list of tasks. Partial results are shown here in terms of percentage of students who considered themselves well prepared for the task.

Competency Task	Well Prepared
Set personal goals	67%
Accept personal responsibility for the successful accomplishment of tasks	62%
Read and understand written material	58%
Cope with change	55%
Secure a job after graduation and use career and occupational skills learned in school	53%
Develop a value system of your own	53%
Solve problems and make decisions by analyzing situations and thinking logically	51%
Choose an occupation based on your understanding of the world of work, the skills required for the job and your own personal talents and abilities	50%
Use basic math skills to solve everyday problems	50%
Demonstrate basic consumer skills through wise shopping	45%
Succeed in college, technical or business school	42%

About two-thirds of the seniors felt themselves well prepared to set personal goals, but only half of them felt well prepared to set occupational goals. Similarly, about three out of five seniors felt well prepared to read and understand written material, whereas only two out of five felt well prepared to succeed in college, technical, or business school. All in all, about half the students felt well prepared to secure a job after graduation and use career and occupational skills learned in school.

Highest Level of Education Planned by Students

There are several sources of information on highest level of education planned by students. All of them show similar patterns of choices. To illustrate this pattern, let us examine the American College Testing (ACT) Career Planning Program report showing plans for the junior class of 220 high schools in the state[4].

Education Planned	Total	Males	Females
High School Diploma	16%	18%	14%
Occasional Course Beyond HS	6	6	5
Voc. Business or Tech Program (Two years or less)	22	23	20
Two-Year College Degree	16	13	19
Four-Year College Degree	26	24	28
One or More Years of Grad Study	12	13	11
Not Given	2	3	2

A total of 16% of the students planned to discontinue their formal education after graduation from high school, while 6% were interested in an occasional course after high school. An additional 22% planned a vocational, business, or tech program after high school graduation.

Moving to college bound students, a total of 42% of the students planned to attain some type of college degree (two-year or four-year), with an additional 12% planning one or more years of graduate study. Grand total for all college bound students is 53% (50% for males and 58% for females).

Educational aspirations of the students nearing high school graduation appears to be quite high. For purposes of comparison, we might note that among the adult population (age 25 and older) of South Carolina, 18% of

[4]South Carolina State Department of Education. Helping Students Explore Career Options: A Report on the Use of the ACT Career Planning Program with High School Juniors of South Carolina (Columbia, S.C.), 1977.

males and 17% of females have had one or more years of education past high school.[5] About 9% of the adult population of the state had attained four or more years of college as of the 1970 census.[6] In contrast to these figures, 38% of the 1976-77 junior class said they planned to attain at least a four-year college degree.

Occupational Choices Of High School Students

One of the aims of the ACT Career Planning Program administered in most of the state's high schools is to help students learn about themselves (their interests, career related experiences, and abilities), and to help students relate these characteristics to career and educational opportunities in the world of work. As part of this aim, juniors in the state were asked to select their occupational choices from a list of career clusters. The results were:

Cluster	Occupational Choice		
	Total	Male	Female
Trades, Crafts, and Industries	22%	38%	7%
Social and Personal Services	20	12	26
Health Services/Sciences	12	5	19
Business Operations	10	3	17
Creative and Applied Arts	10	8	10
Technologies	8	14	2
Business Sales and Management	6	7	5
Natural and Social Sciences	6	6	5
Undecided	7	7	8

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[5]"State Context Indicators." South Carolina Assessment of Educational Needs, pp. 87-138.

[6]South Carolina Division of Research and Statistical Services, South Carolina Statistical Abstract (Columbia, S. C.), 1977.

Males most frequently identified their first occupational choice as being in the Trades, Crafts, and Industries cluster (38%), while females more often identified programs in the Social and personal Services (26%) and the Health Services/Sciences cluster (19%). A sex-related pattern appears in the occupational choices of the students.

Student Perceptions Of Career Planning Aids

What do students say about career education activities currently offered in their schools? We can glean some information on this question from the ACT Career Planning Program report, which asked the 1976-77 junior class how much help with career planning their schools have given them.

Question	None	Little	Some	A lot
Overall, how much help with career planning has your school given you?	11%	25%	46%	19%

Nearly three-quarters of the students reported having had some or a little help with their career planning from their school. An additional 19% reported "a lot." The ACT Career Planning Program report notes that somewhat less (17%) of their national sample reported having "a lot" of help.

ACT also asked juniors how often they have engaged in three activities related to career exploration.

Question	None or Little	Once or Twice	Several Times
How often have you talked with a counselor or teacher about how your goals, interests, and abilities relate to different jobs?	32%	41%	27%
How often have you discussed in class, jobs related to the subject you were studying?	35	41	24
How often have you read a job description from job newspaper, library, or guidance files?	42	43	15

The ACT report points out that 20% of its national sample reported having talked "several times" with a counselor or teacher about their goals and interests, whereas more (27%) of the South Carolina juniors reported the same. However, the trend was reversed with the remaining two items. About 6-8% more of their national sample of juniors than South Carolina juniors reported that they had "several times" read job descriptions and had job-related class discussion.

Public Opinion

Why do the citizens of the state want their children to get an education? The Hart Survey of public attitude toward education asked this question of a representative sample of South Carolina adults in 1975.[7] The results are shown below in terms of the proportion of respondents volunteering each reason for wanting children to get an

[7]Hart Research Associates, Inc., A Survey of Citizen Attitudes About Public Education in South Carolina. (Washington, D.C.), 1975. Prepared for the South Carolina State Department of Education.

education.

Reason	Percent Volunteering Reason
Hold a good job	33%
Be self-supporting, independent	29
Get along in the world generally	19
More successful life, worthwhile future	17
Learn to deal with others	13
Well prepared for adulthood	12
Basic education, reading and writing	10
Develop into good citizens, serve the community	6
Higher living standard than parents	4

The Hart Survey report notes that both parents of public school students and people without students in their families gave similar answers to the questions of why children should get an education.

The results appear to point up what the public sees as the real purpose of education. Ten percent of the public sample said that the reason children should go to school is to get a basic education, but far more saw the ultimate reason as both practical and oriented toward the future of the child: to hold a good job, to be self-supporting, to get along in the world generally and have a more successful life, etc. This, as far as the citizens of the state are concerned, appears to be the ultimate justification of a public school education.

Summary

* The average South Carolina student in the upper grades is about a year behind his national counterpart on the California Test of Basic Skills.

* A majority of students have a mature self-concept, as measured by the Student Survey and Attitude Inventory.

* Most high school students feel that:

    1. It is important for them to make their own decisions and set their own goals.
    2. Basic academic programs are important.
    3. Social-interpersonal skills are as important as academic skills, if not more so.

* Only half of South Carolina high school seniors feel well prepared to:

    1. Choose an occupation based on their own skills and talents.
    2. Secure a job after graduation and use skills learned in school.

* Three-quarters of juniors plan at least some post-secondary education in college, technical, or business school. Only two out of five seniors feel well prepared to succeed in college, technical, or business school.

* Four out of five juniors feel the school offers, at most, "some" help with career planning.

* Three-quarters of juniors say they have experienced at most "once or twice" some class discussion of jobs related to the subject they were studying.

Part 2

Career Education Needs Assessment Survey

The Seven Basic Areas of Career Education

I. Self-Knowledge

II. Decision-Making Skills

III. Career Awareness

IV. Economic Awareness

V. Educational Awareness

VI. Attitudes and Appreciations

VII. Social Awareness

The Career Education Needs Assessment Survey

This report is based on a student and school staff needs assessment conducted on behalf of the Career Education staff, Office of Vocational Education, South Carolina State Department of Education. Its purpose is to assess the Career Education needs of students in the elementary, middle/junior high school, and senior high schools of the state. The special needs of handicapped and other educationally disadvantaged students were also considered.

The needs assessment procedure was structured on the seven basic elements of Career Education, as developed in the 1975 Position Paper on Career Education in South Carolina issued by the South Carolina State Department of Education. The seven basic elements are as follows:

1. Self-knowledge
2. Decision-making skills
3. Career awareness
4. Economic awareness
5. Educational awareness
6. Attitudes and appreciations
7. Social awareness

Survey Instruments. Information for this survey was collected with questionnaires designed by the Needs Assessment consultant, Dr. Mary S. Lesslie, in collaboration with the South Carolina Career Education staff

and the State Career Education Needs Assessment Committee. Design of the survey instruments for students and school staffs capitalized heavily on Career Education needs assessments conducted earlier in other states. All available instruments from these sources were reviewed and items were selected or devised which, in the opinion of the Career Education staff and the Needs Assessment Committee, sampled dimensions relevant to the original seven basic elements of Career Education. Additional guidelines for selection and construction of items were the U.S. Office of Career Education nine learner outcome goals, and the National Assessment of Educational Progress Objectives for Career and Occupational Development. For purposes of comparison with a national sample, the final selection of student survey items included items from the 1974 National Assessment of Career Education, conducted by the Education Commission of the States.

As a word of caution, it should be pointed out that there is a lack of scientifically validated instruments for measuring Career Education need and achievement among students. There are no validity or reliability data for the instruments used in the present study. The information gathered by means of these instruments consists chiefly of student and school staff opinion regarding certain matters which, it is hoped, are relevant to a program of Career Education in public schools.

Sampling Design

This study is based on a stratified random sample of the 47 South Carolina counties. Sampling was done in three stages:

1. The state was divided into three geographic areas (Piedmont, Midlands, and Low Country), each representing one-third of public school enrollment in the state. The black-nonblack enrollment proportions were computed for each of the three geographic regions.

2. Each county within the three geographic regions was classified as high, medium, or low urban population on the basis of 1970 census figures, resulting in the following cell structure for the stratified sampling design:

	High Urban	Medium Urban	Low Urban
Piedmont			
Midlands			
Low Country			

3. The 47 counties of the state were classified into the nine cells of the sampling design. One county within each cell was selected at random. One school district was randomly selected from each of the nine counties. One elementary, one middle/junior high school, and one high school was then selected from each of the nine districts, such that racial balance in each geographic sample approximated racial enrollment

for the geographic region by ± 5%. Four randomly selected classrooms from each school were sampled, for a total 108 classrooms in the elementary, middle/junior, and high schools at the 4th, 8th, and 12th grade levels.

The sampling design was found deficient at the elementary school level insofar as some low urban elementary schools did not contain as many as four 4th grade classrooms, and were eliminated from the sampling design because of constraints imposed by limited needs assessment resources. Results at the elementary school level are considered representative of the sampled schools but not necessarily of all elementary schools in the state.

Overview of sample. Seven groups of students and LEA staff members throughout the state of South Carolina were surveyed for this study. The composition of the groups is outlined below.

	Number of Respondents	Proportion Of Sample
4th Grade Students	864	100%
boys	437	51
girls	427	49
black	313	36
nonblack	551	64
8th Grade Students	830	100
boys	412	50
girls	411	50
black	300	36
nonblack	530	64
college bound	587	71
non-college bound	239	29
12th Grade Students	728	100
boys	355	49
girls	373	51
black	312	44
nonblack	401	56
college bound	417	58
non-college bound	301	42
Elementary School Staff	57	100
Middle/Junior High School Staff	157	100
High School Staff	135	100
District Coordinators of Special Education	64	100

The Career Education Needs Assessment Survey

Results and Interpretive Report

I. Self-Knowledge

II. Decision-Making Skills

III. Career Awareness

IV. Economic Awareness

V. Educational Awareness

VI. Attitudes and Appreciations

VII. Social Awareness

DO YOU KNOW WHAT KIND OF JOB YOU WOULD LIKE TO HAVE WHEN YOU FINISH SCHOOL?

	Percent Yes Response		
	4th Grade	8th Grade	12th Grade
Total	67%	55%	69%
College bound	-	59	74
Non-college Bound	-	48	63

In general, nearly 70% of high school seniors say they have decided on the kind of job or career they would like to have when they finish their education. Students appear to be more uncertain of their career aspirations at the 8th grade level than at the 4th or 12th grade levels, which is not surprising in early adolescence with its attendant psychological development and change.

As can be seen in the above table, more college bound than non-college bound students at both the 8th and 12th grade levels say they have decided on an occupation. This is a somewhat unexpected finding, since college bound students have traditionally been suspected of "putting off" career decisions in favor of more formal education past high school.

HAVE YOU TALKED SERIOUSLY WITH ANYONE ABOUT YOUR PLANS FOR THE FUTURE--WHAT YOU WANT TO DO, WHAT TRAINING OR EDUCATION YOU NEED, ETC.?

	Percent Yes Response
	12th Grade
Total	71%
College bound	78
Non-college bound	63

Again, about 70% of high school seniors say they have talked seriously

with someone about their plans for the future. When a national sample of 17-year-olds were asked this question on the 1974 National Assessment of Career Education, 75% responded yes.[1]

HOW DO YOU COMPARE YOUR SCHOOL ACHIEVEMENT WITH OTHER STUDENTS IN YOUR GRADE?

	Above Average	Average	Below Average
8th grade total	26%	66%	7%
college bound	30	66	4
non-college bound	18	68	14
12th grade total	25	69	5
college bound	34	63	3
non-college bound	14	80	6

Students' comparisons of their own achievement with other students in their grade show an interesting pattern which has been confirmed in other studies.[2] About two-thirds of both 8th and 12th grade students consider their school achievement "average" when compared with other students. Even when students are divided into college bound and non-college bound groups, at least two-thirds of both groups at the 8th and 12th grade levels consider their achievement "average". (Comparisons between 8th and 12th grade findings should be made with caution, as some low-achieving

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[1]"Career and Occupational Development Scoring Guides and National Percentages of Response," National Assessment of Educational Progress. Denver, Colorado: 1974.

[2]Battelle Perceptual Needs Survey, S.C. Assessment of Educational Needs; also Maine Assessment of Educational Progress, National Evaluation Systems. Amherst, Mass.: 1977.

students may drop out of school between the 8th and 12th grades.)

While many students' self-perceptions of academic achievement are no doubt accurate, the results suggest that many who rate their school achievement as comfortably "average" may be overstimating their academic accomplishments. Among high school seniors, for example, 95% considered their achievement either "average" or "above average."

Student-staff comparisons. Students and school staffs were questioned on two items related to student opportunities for self-knowledge in the school setting. The two items were:

ITEM #1. DO STUDENTS NEED HELP IN DISCOVERING WHETHER THEY ARE INTERESTED IN WORKING PRIMARILY WITH PEOPLE, IDEAS, OR THINGS?

ITEM #2. DO STUDENTS NEED SCHOOL COUNSELORS WHO HELP THEM TO BECOME AWARE OF THEIR STRENGTHS AND LIMITATIONS AS THEY RELATE TO THE FUTURE.

	Percent Yes Response	
	Item #1	Item #2
8th grade total	64%	61%
college bound	65	61
non-college bound	60	60
12th grade total	68	78
college bound	73	80
non-college bound	63	77
Elementary staff	54	69
Middle/jr. high staff	79	82
High school staff	82	88

Response to the questions shows that a majority of students and school staff at all levels felt that students need to be provided with both of the opportunities for self-knowledge. The largest proportions of students and staff reporting need for the two items are found at the high school level, with more staff than students reporting need at both the 8th and 12th grade levels. Fourth grade students were not sampled on these items.

A surprisingly large percentage (69%) of staff members at the elementary level felt that students need help from school counselors in discovering their strengths and limitations. Fewer (54%) felt the children need help in discovering whether they are interested in working primarily with people, ideas, or things.

Summary of Findings

In the Area of Self-Knowledge

* Seven out of ten high school seniors responding to the survey said they have decided what kind of job they would like to have after they finish school and have seriously discussed their plans with someone.

* Uncertainty about a career choice is apparently higher with 8th grade students than with 4th or 12th grade students. Nearly half the 8th graders reported they had not definitely decided on a career choice. Only about one-third of 4th graders and 12th graders had not.

* Nine out of ten 8th graders and high school seniors considered their academic achievement "average" or "above average" as compared with other students in their grade.

* When asked whether students need help in discovering whether they are interested in working primarily with people, ideas, or things and whether students need counselors who help them become aware of their strengths and limitations, a majority of students and staff responded yes.

* The largest proportions of students and staff reporting these needs were found at the high school level.

II. DECISION-MAKING SKILLS

YOU DON'T KNOW FOR SURE WHAT YOU WANT TO DO WHEN YOU GROW UP. YOU SHOULD:

	4th Grade
Do what your friends do	1%
Let your parents find you a job	10
Think about it when you finish school	50
Read books and talk to people with different jobs (correct)	34
Undecided	5

Only one out of three 4th grade students was able to identify reading books and talking to people with different jobs as the best way to decide on a future career. Half the students selected "think about it when you finish school" as the best course of action.

HAVE YOU INVENTED A GAME WITHOUT HELP?

4th grade	58% yes
8th grade	43% yes

The above question was taken from the 1974 National Assessment of Career Education, where about 65% of nine- and thirteen-year-olds responded yes. This figure compares unfavorably with the present sample, especially at the 8th grade level where only 43% of the children responded yes.

	Percent Yes Response 12th Grade
THERE ARE TESTS TO HELP YOU DECIDE ON YOUR CAREER PLANS. THESE TESTS HELP YOU FIND OUT SUCH THINGS AS WHAT YOU LIKE TO DO BEST, WHAT JOBS YOU WOULD RATHER HAVE, OR IF YOU HAVE MECHANICAL, CLERICAL, OR OTHER ABILITIES. DID YOU EVER TAKE SUCH A TEST?	
Total	64%
college bound	73
non-college bound	52
IF YOU DID TAKE SUCH A TEST, DID YOU DISCUSS THE TEST WITH ANYONE WHO COULD ADVISE YOU ON YOUR PLANS?	
Total	33%
college bound	30
non-college bound	38

Nearly three-fourths of college bound students report having taken an aptitude test, while only about half of non-college bound students report the same. A somewhat disappointing one-third of each group reports discussing the results with someone who could advise students on their career plans.

Occupational choices of high school seniors sampled in the survey will be found tabled on the next page.

WHICH OF THESE JOBS IS MOST LIKE WHAT YOU WANT TO DO WHEN YOU FINISH SCHOOL?

	12th Grade		
	Total	College Bound	Non-College Bound
Barber, beautician, hospital worker	6%	4%	9%
Building or construction work	5	3	9
Car mechanic or TV repairman	4	2	7
Computer programmer	9	7	11
Cook, waiter, or waitress	2	1	2
Doctor, lawyer, engineer, teacher, social work	32	45	14
Entertainer, artist, writer	8	10	5
Farm or raise animals	2	1	2
Homemaker or housewife	2	0	3
Join the armed services	5	4	6
Own a small business	4	5	2
Policeman, fireman, forest ranger	2	3	2
Secretary or bookkeeper	8	7	10
Sell houses or insurance	1	1	0
Truck or bus driver	1	0	3
Work in a factory	1	0	3
Work in a store	1	1	2
Undecided	8	6	10

If the preceding table is an accurate index of high school seniors' career aspirations, then several comments appear to be in order.

First, students' aspirations are commendably high. Fully 45% of college bound seniors indicate they want a professional career (doctor, lawyer, engineer, teacher, social worker). Furthermore, examination of choices by sex showed that the career aspirations of the young men and women were very similar, especially regarding their preference for a professional career. About one-third of each sex selected this as their choice.

Second, fully 14% of non-college bound seniors aspire to the same professional status, which raises the question of how realistically this group of students has matched career aspiration with professional training requirements.

Third, it is likely that a substantial proportion of the 12th grade students sampled in this survey will revise their career aspirations in the future to conform to the job market. For example, about one-third of the nonfarm work force in the state is currently employed in the field of manufacturing.[3] "Work in a factory," on the other hand, was selected by only one percent of the high school seniors who responded to the survey.

The findings suggest that students need to be provided with information on training requirements for the various professions and up-to-date data on manpower requirements in the various occupational fields.

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[3]South Carolina Department of Education, Rankings of the Counties and School Districts of South Carolina, 1975-76 (Columbia, S.C.), 1977.

Students and school staff were questioned on two items related to decision-making skills and planning tools in the school setting. The two items were:

ITEM #1. DO STUDENTS NEED INFORMATION ABOUT HOW THEIR ABILITY AND ACHIEVEMENT TESTS CAN HELP THEM IN PLANNING CAREER OR EDUCATIONAL GOALS AFTER HIGH SCHOOL?

ITEM #2. DO STUDENTS NEED INFORMATION ABOUT THE SPECIFIC STEPS THEY SHOULD GO THROUGH IN MAKING AN IMPORTANT DECISION OR SOLVING A PROBLEM?

	Percent Yes Response	
	Item #1	Item #2
8th grade total	69%	64%
college bound	71	66
non-college bound	68	62
12th grade total	78	67
college bound	81	71
non-college bound	76	64
Elementary staff	46	76
Middle/jr. high staff	79	86
High school staff	81	82

A majority of students and school staff at all levels see a need for students to be provided with information on how to use their test results in planning career and educational goals (Item #1) and on the specific steps to go through in making a decision (Item #2), with the exception of elementary school staffs, where 46% saw a need for Item #1 and 76% for Item #2. In general, the need for both items is apparently seen as most critical among middle/junior high and high school

staffs, with about 80% responding that the items are needed. Somewhat more college bound than non-college bound students at both the 8th and 12th grade levels see a need for information on achievement tests and on steps in decision-making.

Summary of Findings

In the Area of Decision-Making

* One out of three 4th grade students was able to identify "reading books and talking to people with different jobs" as the best way to decide what they want to do when they grow up. Half the students selected "think about it when you finish school" as the best way.

* Less than half of 8th grade students said they had invented a game without help; about two-thirds of a national sample of 13-year-olds said they had.

* Three-fourths of the college bound seniors and half of the non-college bound seniors reported having had an aptitude test. Only about one-third of each group reported discussing the results with someone who could advise them on their career plans.

* One-third of the high school seniors chose the professional category (doctor, lawyer, engineer, teacher, social worker) as their preferred career when they finish school. "Work in a store" and "work in a factory" were chosen by a combined 2%.

* Two out of three 8th and 12th grade students said they need information about the specific steps in the decision-making process and on how to use their ability and achievement test results in planning post-high school goals. Four out of five middle/junior high and high school staff members reported the same needs.

III. CAREER AWARENESS

	Percent Yes Response
DO YOU KNOW WHAT THINGS YOUR FATHER DOES AT WORK?	
4th grade total	75%
boys	77
girls	72
IF YOUR MOTHER WORKS OUTSIDE YOUR HOME, SO YOU KNOW WHAT THINGS SHE DOES AT WORK?	
4th grade total	61
boys	58
girls	63
HAVE YOU BEEN ON TRIPS WITH YOUR TEACHER TO SEE PEOPLE AT WORK?	
4th grade total	50
boys	52
girls	49
HAVE YOU EVER VISITED A FACTORY?	
4th grade total	54
boys	60
girls	47
8th grade total	60
boys	67
girls	51

These questions sample children's perceptions of the world of work around them. It might be supposed, for example, that nearly all children have a general idea of what their parents do at work. But among 4th grade children responding to the survey, 75% said they know what their fathers do at work; 61% said they knew what their mothers do. (Response to the latter question may not be valid,

as there were no instructions for the child on how to mark the answer if the mother did not work.)

Half the 4th graders responded that they have been on trips with a teacher to see people at work; boys and girls responded similarly. However, on the next question ("have you ever visited a factory?") more boys than girls responded yes at both the 4th and 8th grade levels. Overall response (54% yes for 4th graders and 60% for 8th graders) was less favorable than response to the same question on the National Assessment of Career Education, where response was 60% yes for nine-year-olds and 77% yes for thirteen-year-olds.

I WORK IN AN OFFICE. I TAKE DICTATION, TYPE LETTERS, ANSWER THE TELEPHONE, AND DO MANY OTHER THINGS AROUND THE OFFICE. WHAT IS THE NAME OF MY JOB?

	4th Grade
Office manager	10%
Telephone switchboard operator	5
Receptionist	.1
File clerk	1
Secretary (correct)	77
Undecided	7

Among 4th graders, 77% correctly identified a secretary from a brief description of job duties. Among nine-year-olds who answered the same question on the National Assessment of Career Education, 83% responded correctly.

HOW VALUABLE DO YOU THINK THE CAREER INFORMATION YOU HAVE RECEIVED IN SCHOOL IS TO YOU?

	Valuable Or Very Valuable	Not Very Valuable Or Useless	Recieved None
8th grade total	56%	11%	33%
college bound	54	9	37
non-college bound	59	16	25
12th grade total	68	24	8
college bound	64	27	8
non-college bound	73	20	7

As might be expected, 12th graders approaching graduation from high school perceive the career information they have received as more valuable than do 8th graders, 33% of whom say they have received none. Somewhat more interesting is the finding that fewer college bound than non-college bound seniors see their career information as valuable or very valuable (64% versus 73%).

Student-staff comparisons. Students and school staffs were questioned on several items related to student opportunities for career awareness in the school setting. These items will be found on the following pages.

ITEM #1. DO STUDENTS NEED FIELD TRIPS TO OBSERVE BUSINESSES AND INDUSTRIES THEY ARE INTERESTED IN?

ITEM #2. DO STUDENTS NEED PEOPLE IN THE COMMUNITY TO COME TO THEIR CLASSES AND TALK ABOUT WORK AND THE REQUIREMENTS FOR THEIR JOBS?

ITEM #3. DO STUDENTS NEED OPPORTUNITIES TO RELATE THEIR HOBBIES OR OUT-OF-SCHOOL ACTIVITIES TO A CAREER GOAL?

ITEM #4. DO STUDENTS NEED INFORMATION ABOUT WHAT KINDS OF JOBS ARE LIKELY TO BE AVAILABLE NOW AND IN THE FUTURE?

	Percent Yes Response			
	Item #1	Item #2	Item #3	Item #4
8th grade total	61%	53%	56%	75%
college bound	64	53	56	77
non-college bound	57	54	56	73
12th grade total	77	68	66	79
college bound	77	72	68	83
non-college bound	78	64	63	75
Elementary staff	57	65	57	60
Middle/jr. high staff	74	69	76	77
High school staff	59	84	58	80

Again, the above table shows that a majority of students and school staff at all levels feel that students need to be provided with career-oriented field trips, resource people from the community who talk to them about their jobs, opportunities to relate hobby interests to a career goal, and information about the job market. The largest percentages of students and staff appear to cluster on Item #4 (information about the job market), selected by about 75-80% of students and staff at both the middle/junior high and high school levels.

Four additional items were selected for need estimates only from high school seniors and staff. These items are as follows:

ITEM #5. DO STUDENTS NEED INFORMATION ABOUT HOW TO APPLY FOR A JOB AND CONDUCT THEMSELVES AT A JOB INTERVIEW?

ITEM #6. DO STUDENTS NEED INFORMATION ABOUT WHAT EMPLOYERS EXPECT OF NEW EMPLOYEES?

ITEM #7. DO STUDENTS NEED HELP IN GETTING A PART-TIME OR SUMMER JOB TO MAKE EXTRA MONEY?

ITEM #8. DO STUDENTS NEED HELP IN GETTING JOB EXPERIENCE TO LEARN SOMETHING ABOUT A FIELD THEY ARE PARTICULARLY INTERESTED IN?

	Percent Yes Response			
	Item #5	Item #6	Item #7	Item #8
12th grade total	73%	71%	62%	73%
college bound	70	71	57	72
non-college bound	77	72	68	75
High school staff	87	86	74	71

At least 60% of seniors and 70% of high school staff see a need for all four items. The largest percentages in both groups are found under Item #5 (how to apply for a job and be interviewed), selected by 73% of seniors and 87% of high school staff. Items #7 and #8 (getting a job for extra money or getting a job for experience) were included to compare the incentive value of working part-time for extra money or working for experience in a field of the student's interest. About 10% more students wanted help in in getting a job for experience than in getting a job for money. Fewer college-bound than non-college bound students wanted help in getting a job for money, which may be an indication of more affluent family backgrounds.

Summary of Findings

In the Area of Career Awareness

* When asked if they know the kinds of things their fathers do at work, one out of four 4th graders indicated no.

* Less than half of 4th grade girls said they had visited a factory; 60% of 4th grade boys said they had. A similar pattern was found among 8th grade boys and girls. Over 75% of a national sample of 13-year-olds said they have visited a factory, compared to 60% of eighth graders sampled in this survey.

* One-third of eighth grade students said they have recieved no career information in school. Nearly all high school seniors indicated they have received some career information, but one out of four says it was useless or not very valuable.

* Three-quarters of all middle/junior high and high school students and staff responding to the survey felt that students need information about what kinds of jobs are likely to be available now and in the future.

* Three-quarters of high school seniors say they would like help in getting job experience in a field they are particularly interested in.

IV. ECONOMIC AWARENESS

HAVE YOU EVER SHOPPED AT A STORE BY YOURSELF WITHOUT HELP?

	4th Grade
	Percent Yes Response
Total	67%
boys	70%
girls	64%

THE MAIN REASON PEOPLE WORK IS:

	4th Grade		
	Total	Boys	Girls
To have friends	2%	3%	2%
To get out of the house	2	3	2
To earn money (correct)	86	89	84
To have something to do	9	7	12
Undecided	1	1	1

Sixty-seven percent of 4th graders report they have shopped at at a store by themselves, compared to 74% of the nine-year-olds who responded to the same question on the National Assessment of Career Education. A large majority of 4th graders (86%) correctly selected "to earn money" as the main reason people work. Both items show the previously noted tendency of 4th grade boys to show somewhat more sophistication than girls on items related to the real world of work.

ALL THE FOLLOWING ARE FRINGE BENEFITS EXCEPT:

	8th Grade	12th Grade
Hospital payments	20%	19%
Paid vacation	23	11
A retirement program	15	5
High wages (correct)	41	51
Undecided	1	14

INTEREST IS THE AMOUNT:

Charged by a lender for the use of money (correct)	45%	74%
Charged by a seller for the extra cost of scarce goods	10	7
Charged by a bank for the use of a checking account	26	9
Deducted from your paycheck for health insurance	19	3
Undecided	1	7

WHICH PERSON USUALLY EARNS THE MOST MONEY?

Plumber (correct)	-	60%
Tailor	-	22
Bus driver	-	2
Watchman	-	3
Undecided	-	13

The three preceding items were designed to sample older students' perceptions in the area of economic awareness. On the first item, 41% of 8th graders and 51% of 12th graders corrected identified "high wages" as not being a fringe benefit.

On the second item, 45% of 8th grade students and 74% of high school seniors corrected identified interest as the amount charged by a lender for the use of money. Right response appears somewhat low on this item, in view of the probability that most students have routinely computed interest problems in math courses by the 8th grade level.

On the third item, 60% of 12th graders correctly selected plumber as the occupation with the highest earning potential among four occupations. When the same item was asked on the National Assessment of Career Education, 84% of 17-year-olds selected the correct answer.

More detailed examination of these three items revealed a sex bias in favor of boys, most strongly marked at the 12th grade level in the two items dealing with fringe benefits and the earning power of various occupations.

Summary of Findings

In the Area of Economic Awareness

* Two-thirds of the 4th grade students said they have shopped at a store by themselves, compared with three-fourths of 9-year-olds in a national sample.

* Nearly 90% of fourth graders knew that the main reason people work is to earn money.

* Less than half the 8th graders could identify "interest" as the amount charged by a lender for the use of money.

* Only about half the high school seniors could identify "high wages" as not being a fringe benefit.

* Among high school seniors, 60% correctly identified "plumber" as the occupation with the highest earning potential among four occupations. Over 80% of a national sample of 17-year-olds responded correctly to the same item.

* Items related to the economic awareness of students showed a persistent bias in favor of boys.

V. EDUCATIONAL AWARENESS

IS THERE ONE SUBJECT YOU HAVE TAKEN IN SCHOOL THAT TAUGHT YOU SOMETHING THAT MIGHT BE USEFUL IN A JOB?

	Percent Yes Response	
	8th Grade	12th Grade
Total	74%	89%
College bound	77	90
non-college bound	68	88

A large majority of students at both the 8th and 12th grade levels feel they have had at least one subject in school that taught them something useful in a job. Response at the high school level was similar to response to this item on the National Assessment of Career Education, where 92% of 17-year-olds responded yes versus 89% for our sample of seniors. However, at the 8th grade level 15% more of the national sample of 13-year-olds responded yes than our survey sample of 8th graders (89% versus 74%).

Since more 12th graders than 8th graders in our sample feel they have taken at least one subject that taught them something useful in a job, it might be concluded that students' opinion of the relevance of school subjects rises as they mature and reach graduation. However, the figures should be interpreted with caution, since some students who see little or no relationship between school and jobs may drop out of school between the 8th and 12th grades.

DO YOU THINK THESE SUBJECTS TEACH YOU SOMETHING THAT MIGHT BE USEFUL IN A JOB?

	Percent Yes Response		
	4th Grade	8th Grade	12th Grade
English	66%	76%	86%
Math	81	88	91
Science	68	68	71
Social studies, history	63	58	57
Art, music, drama, speech	-	65	77
Business education	-	88	91
Foreign languages	-	53	51
Home economics	-	52	58
Industrial arts, voc. ed.	-	63	82
Physical education	-	47	46

A large majority (80-90%) of students at all three grade levels feel that math would be useful in a job, with business education rated equally high by 8th and 12th graders. About 80% of seniors also feel English, the arts, and vocational education teach something that might be useful in a job.

Some sex-related differences show up when the choices are examined in detail. At both the 8th and 12th grade levels, more boys rate physical education as possibly useful in a job, and more girls rate home economics as useful.

Students' perceptions of their subjects are also related to their educational aspirations. About 10-15% more college bound than non-college bound seniors see science and the arts as potentially useful in a job.

WHICH OF THE FOLLOWING JOBS USUALLY REQUIRES THE LONGEST PERIOD OF TRAINING?

		12th Grade	
	Total	College Bound	Non-College Bound
Lawyer (correct)	76%	83	66
Computer operator	5	3	9
Electronic technician	8	5	11
insurance salesman	3	2	3
Undecided	9	7	11

When asked to identify which occupation takes the longest period of training, 76% of 12th grade students correctly selected "lawyer" from a list of four occupations. On the National Assessment of Career Education, 81% responded correctly.

Response to the item shows a strong bias in favor of college bound students, 83% of whom responded correctly versus 66% for non-college bound students. One-third of non-college bound students either failed to answer the question or think it takes more training to become a computer operator, electronic technician, or insurance salesman than it does to become a lawyer. These results once again suggest that many students need to be provided with information on training requirements for various occupations.

ALL IN ALL, WHAT IS THE HIGHEST LEVEL OF EDUCATION WHICH YOU WOULD LIKE TO ATTAIN IN THE FUTURE?

		8th Grade	12th Grade
Not finish high school	Total	2%	1%
	black	2	1
	nonblack	2	1
Graduate from high school	Total	10	8
	black	9	13
	nonblack	10	5
Technical or business school	Total	17	32
	black	21	38
	nonblack	15	28
Two-year community or junior college	Total	6	6
	black	8	7
	nonblack	5	6
Four-year college or university	Total	46	32
	black	40	26
	nonblack	49	35
Graduate or professional school	Total	19	20
	black	18	15
	nonblack	19	24

The educational aspirations of students, like their career aspirations, appear to be commendably high. Among 8th graders, a combined 71% say they would like to go to a two-year college, a four-year college, or to graduate school. The corresponding figure for

12th graders is 58%. The pattern of choice indicates that many 8th graders change their educational aspirations from a four-year college or university to technical or business school as they approach graduation from high school. There is apparently less change in plans to attend graduate school, as about 20% of both 8th and 12th graders said this is the level of education they would like to attain. Again, it should be remembered that 12th grade figures do not reflect plans of students who have dropped out of school since the 8th grade.

Fewer black than nonblack students say they want to attain the highest educational levels, which is understandable in view of the fact that more black than nonblack students come from disadvantaged family backgrounds. Nevertheless, 48% of black students say they want to go to a two-year college, a four-year college, or to graduate school. Technical or business school was selected by 38% of the black seniors and by 28% of the nonblack seniors.

Further examination of the data showed that while slightly more females than males aspire to higher education programs, the differences were not important.

Students' high educational aspirations, like their high career aspirations, raise questions which are highly relevant to a program of career education in public schools. Ninety percent of our sample of seniors aspire to some form of postsecondary education. According to current estimates, no more than 50% of high school seniors in the state actually enter its colleges, universities, and technical schools immediately after high school graduation; furthermore, the average college freshman class dropout rate is about 30%.[2] In view of these data, it appears that

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[2]Frank E. Kinard and Alan S. Krech, Projected Degree-Credit Enrollments Through 1985 in South Carolina Colleges and Universities. Columbia, S. C.: Commission on Higher Education, 1977.

many high school seniors face critical revision of their postsecondary educational goals and will enter the labor force earlier than they had foreseen.

Summary of Findings
In the Area of Educational Awareness

* A large majority of students feel they have had at least one subject in school that taught them something that might be useful in a job.

* A large majority of 8th and 12th grade students feel their basic academic subjects teach something that might be useful in a job. Math and business education were selected as useful by nine out of ten seniors.

* One-third of non-college bound seniors could not specify that it takes a shorter period of training to become a computer operator, electronic technician, or insurance salesman than it does to become a lawyer.

* Two out of three 8th graders and one out of two high school seniors say they would like to attain at least a four-year college degree. One out of five 8th graders and seniors aspires to graduate or professional school.

VI. ATTITUDES AND APPRECIATIONS

MOST PEOPLE WOULD BE HAPPY IF THEY NEVER HAD TO WORK. DO YOU AGREE?

	Percent No Response		
	4th Grade	8th Grade	12th Grade
Total	57%	44%	61%
college bound	-	49	66
non-college bound	-	38	55

THE BEST JOB IS THE ONE THAT PAYS THE MOST MONEY. DO YOU AGREE?

Total	49	63	-
college bound	-	71	-
non-college bound	-	53	-

These two items sample students' opinion of whether people would be happy if the never had to work, and whether the best job is the one that pays the most money. Note that the percent of students who disagreed with the item is presented in the table.

Although about 60% of 4th and 12th graders did not agree that most people would be happy if they never had to work, less than half of the 8th graders disagreed. More college bound than non-college bound students disagreed at both the 8th and 12th grade levels.

More 8th graders (63%) than 4th graders (49%) did not agree that the best job is the one that pays the most money. Seventy-one percent of college bound versus 53% of non-college bound 8th graders disagreed.

DAY AFTER DAY MR. SMITH RUNS A MACHINE THAT PUNCHES HOLES IN LEATHER BELTS. DO YOU THINK IT'S POSSIBLE HE LIKES HIS JOB?

	Percent Yes Response	
	8th Grade	12th Grade
Total	45%	45%
college bound	45	47
non-college bound	45	42

When this item was presented to a national sample of 17-year-olds on the National Assessment of Career Education, 47% responded yes. Apparently students are split about evenly over the question of whether a man can be happy punching holes in leather belts all day long; college bound and non-college bound students, as well as boys and girls, all responded very similarly.

School staff opinion. School staffs at the three levels were questioned on two items related to student attitudes and appreciations. These items will be found on the following page.

ITEM #1. DO STUDENTS NEED OPPORTUNITIES TO DEVELOP DEPENDABILITY AND RESPONSIBILITY?

ITEM #2. DO STUDENTS NEED HELP IN DEVELOPING SELF-CONFIDENCE AND RESPECT FOR SELF AND OTHERS?

	Percent Yes Response	
	Item #1	Item #2
Elementary staff	81%	85%
Middle/junior high staff	85	84
High school staff	87	90

A large majority of school staffs at the three levels agreed that students do need opportunities to develop dependability, responsibility, self-confidence, and respect for self and others. The two items related to student attitudes and appreciations ranked among the highest of 14 items in terms of percent yes response from staffs at elementary, middle/junior, and high school levels.

Summary of Findings

In the Area of Student Attitudes and Appreciations

* Three out of five 4th and 12th graders agreed that people would be happy if they never had to work. Over half the 8th graders agreed.

* Half of the 4th graders and two out of five 8th graders agreed that the best job is the one that pays the most money.

* Opportunities for students to develop dependability, responsibility,

self-confidence, and respect for self and others ranked among the highest of 14 need items in terms of percent yes response from staffs at all three school levels.

VII. SOCIAL AWARENESS

YOUR LITTLE SISTER IS ALWAYS TRYING TO GET YOU IN TROUBLE. EVERY TIME SHE DOES, YOU GET MAD AT HER. TO GET ALONG BETTER WITH HER YOU SHOULD:

	4th Grade
Ask Mother or Dad what to do (correct)	54%
Tell on her for something she did	14
Hide her school books	3
"Get something" on her so she'll behave	16
Undecided	13

When asked how to handle a problem with a troublesome little sister, nearly half of the 4th graders were either unable to decide on a course of action or chose punitive measures. Boys and girls responded very similarly to the question.

SUPPOSE YOUR SCHOOL NAME A NEW RULE THAT YOU THOUGHT WAS VERY UNFAIR. WHAT WOULD YOU DO?

	4th Grade	8th Grade
Do what the rule says	38%	15%
Talk to the teachers about it (correct)	51	60
Refuse to do what the rule says	4	7
Not go to the school	1	1
Undecided	6	17

When asked how they would handle the problem of an unfair rule at school, 51% of the 4th graders and 60% of 8th graders selected "talk to

the teachers about it" as their response. Less than 10% at each grade level chose a course of active resistance. No important difference was found in the response of boys and girls, though there was a slight tendency for more girls to respond correctly.

Student-staff opinion. School staffs and students were questioned on one item related to students' social awareness, and school staffs only were questioned on an additional item.

ITEM #1. DO STUDENTS NEED HELP IN LEARNING HUMAN RELATIONS SKILLS TO GET ALONG WELL WITH FELLOW WORKERS, FRIENDS, AND FAMILY MEMBERS?

Item #2. DO STUDENTS NEED OPPORTUNITIES TO DEVELOP AN UNDERSTANDING TOWARDS THE CONTRIBUTION OF PEOPLE IN VARIOUS CAREERS WITHIN OUR SOCIETY?

	Percent Yes Response	
	Item #1	Item #2
8th grade total	64%	-
12th grade total	63%	-
Elementary staff	80	72
Middle/jr. high staff	84	77
high school staff	83	71

When asked whether students need opportunities to develop an understanding towards the contribution of people in various careers (Item #2) at least 70% of the school staffs at the three levels responded yes. When asked whether students need help in learning human relations

skills (Item #1), at least 80% responded yes. This item also ranked among the highest in terms of percent yes response from staffs at all three levels. Although at least 60% of 8th and 12th graders say they need help in learning human relations skills, this item was not found among the highest-ranking of their 14 "need" items.

Summary of Findings
In the Area of Social Awareness

* When asked how to handle a problem with a younger sibling, nearly half of fourth graders either chose a punitive course of action or were unable to decide what to do.

* When asked how they would handle the problem of an unfair rule at school, about nine out of ten 4th graders and three-quarters of the 8th graders either said they would obey the rule or would talk to the teachers about it. Less than 10% chose a course of active resistance.

* Help for students in learning human relations skills ranked among the highest of 14 need items in terms of percent yes response (at least 80%) from staffs at all three school levels.

* About 60% of students at the 8th and 12th grade levels said they need help in learning human relations skills, but this was not found among the highest of their 14 need items in terms of percent yes response.

Part 3

Product and Process Needs:

Discrepancy Analysis

PRODUCT NEEDS

In the previous sections, we have examined in detail the overall needs assessment survey findings from six respondent groups: 4th grade students, 8th grade students, 12th grade students, and school staffs at the elementary, middle/junior high, and high school levels. The findings from all six respondent groups were categorized under various areas relevant to Career Education.

In this section we will examine the data from a somewhat different point of view. Can we synthesize findings from the various areas of the needs assessment survey and arrive at a comparative statement of product (or final outcome) Career Education needs at the elementary, middle/junior, and high school levels? For example, suppose students and staff at the high school level both say that students need information about how their ability and achievement test results can help in planning career goals. This tells us nothing about whether schools <u>already</u> offer this kind of help for students. It would be more useful for planning purposes to know the kinds of help students need which are not already offered in their schools.

In beginning our analysis of product needs, it should be pointed out that many items in the needs assessment survey were designed to elicit comparative ratings from both students and school staffs on whether certain kinds of help are needed by students <u>and</u> whether the help is currently available in the school (a full list of items and results can be found in the Appendix). A "discrepancy score" was computed for each of these items by subtracting the overall "have

this item" score from the "need this item" score. To return to our example, if 78% of the seniors said they need information about ability and achievement test scores and 64% said such information is currently being offered in the school, then the discrepancy score is 78 minus 64, or 14. We can compare the various descrepancy scores to arrive at an estimate of the most acute "true" needs, or student needs that are not being filled.

In general, discrepancy scores on the Career Education needs assessment tended to be high, especially among school staffs, who were more conservative than students in their estimates of whether schools currently offer students various kinds of help. In order to identify the most critical "true" needs, the following rule of thumb was used in analyzing the data: if a majority (more than 50%) of students or staff said students needed a given item, and if the discrepancy ("need" minus "have") score was at least 30 points among students or 40 points among the school staff, then the item was considered a "true" or acute need.

Let us examine the results of this analysis, first for product needs as estimated from ratings given by elementary school staffs. Fourth grade students were not asked to respond to "have-need" items, so there are no comparable student data at this level.

Product Needs
Elementary School Level
(Staff Only)

Need Score	Students Need:	Discrepancy Score
69%	School counselors who help them to become aware of their strengths and limitations as they relate to the future.	59
67	Information from people in the community who come to classes to talk about their work and the requirements for the job.	43
62	Information about how their different school subjects are related to career possibilities or job requirements.	41
62	Opportunities to develop basic economic survival skills, such as setting up a personal budget or comparing prices.	42
60	Information about what kinds of jobs are likely to be available now and in the future.	47
57	Opportunities to relate their hobbies or out-of-school activities to a career goal.	42

Product Needs
Middle/Junior High Level
(8th Graders and School Staff)

8th Grade Students

Need Score	Students need or will need:	Discrepancy Score
78%	Information about how to apply for a job and conduct themselves at a job interview.	52
75	**Information about what kinds of jobs are likely to be available now and in the future.	41
72	Help in getting job experience to learn something about work students are particularly interested in.	37
68	Information about what employers expect of new employees.	46
63	**Help in discovering whether they are primarily interested in working with people, ideas, or things.	33

Middle/Junior High Staff

Students Need:

86%	Information about the specific steps they should go through in making an important decision or solving a problem.	61
84	Help in learning human relations skills to get along with fellow workers, friends, and family members.	46
84	**Help in developing self-confidence and respect for self and others.	41
79	Help in discovering whether they are primarily interested in working with people, ideas, or things.	66
79	Opportunities to develop basic economic survival skills, such as setting up a personal budget or comparing prices.	64
79	Information about how their different school subjects are related to career possibilities or job requirements.	60

** Appears in both student and staff lists.

(more)

Middle/Junior High Product Needs - continued

Need Score			Discrepancy Score
77%		Opportunities to develop an understanding towards the contribution of people in various careers within our society.	57
77	**	Information about what kinds of jobs are likely to be available now and in the future.	48
76		Opportunities to relate their hobbies or out-of-school activities to a career goal.	66
74		Field trips to observe businesses and industries they are interested in.	58
69		Information from people in the community who come to their classes to talk about their work and the requirements for their jobs.	49

**Appears in both student and staff lists

Product Needs
High School Level
(Seniors and School Staff)

Senior Students

Need Score		Students need:	Discrepancy Score
77%		Field trips to observe businesses and industries they are interested in.	37
71	**	Information about what employers expect of new employees.	35
68	**	Information from people in the community who come to classes to talk about their work and the requirements for their jobs.	31
67	**	Information about the specific steps they should go through in making an important decision or solving a problem.	30
66	**	Opportunities to relate their hobbies or out-of-school activities to a career goal.	36

High School Staff

		Students need:	
90		Help in developing self-confidence and respect for self and others.	52
87		Information about how to apply for a job and conduct themselves at a job interview.	52
87		Opportunities to develop dependability and responsibility.	47
86	**	Information about what employers expect of new employees.	60
84	**	Information from people in the community who come to classes and talk about their work and the requirements for the jobs.	60
83		Help in learning human relations skills to get along well with fellow workers, friends, and family members.	48
82	**	Information about the specific steps they should go through in making an important decision or solving a problem.	60

High School Product Needs - continued

Need Score			Discrepancy Score
82%		Help in discovering whether they are interested in working primarily with people, ideas, or things.	46
79		Information about how their different school subjects are related to career possibilities or job requirements.	50
79		Opportunities to develop basic economic survival skills, such as setting up a personal budget or comparing prices.	54
74		Help for students in getting a part-time or summer job to make extra money.	50
71		Opportunities to develop an understanding towards the contribution of people in various careers within our society.	57
71		Help in getting job ecperience to learn something about a field they are particularly interested in.	45
58	**	Opportunities to relate their hobbies or out-of-school activities to a career goal.	51

** Appears in both student and staff lists

Summary of Findings

Product Needs

* Among school staffs at the three levels, the least acute Career Education needs of students are found at the elementary school level. The most acute needs are found at the middle/junior high school and high school levels.

* Among middle/junior high students, a surprisingly strong need is found for the "nuts and bolts" aspects of Career Education: what jobs are likely to be available now and in the future, how to apply for a job and conduct themselves at an interview, what employers expect of new employees, and how to get a job to learn something about a field they are particularly interested in. Middle/junior high students also want more help in discovering whether they are interested in working with people, ideas, or things.

* Among high school students, a strong need is found for almost all activities related to Career Awareness: field trips, resource people from the community who talk about their work, a chance to relate their hobbies to a career goal, finding a job to learn something about a field they are interested in, and information on what employers expect of new employees. They also feel a strong need for more information on the specific steps to go through in making a decision.

* School staffs at the elementary, middle/junior, and high school levels all appear to agree that there is an acute need for more Career Awareness activities, especially resource people from the community

who talk to students about their jobs, and also opportunities for students to relate their hobbies to career goals. Also seen as critical needs by all three groups are (1) information for students on how their school subjects are related to career possiblities, and (2) development of students' basic economic survival skills.

* In addition to the above, middle/junior and high school staffs see almost identical critical needs for their students: more help in finding out whether they are interested in people, ideas, or things; and information on the specific steps in the decision-making process. Acute needs are also seen by middle/junior and high school staffs in the attitudinal development and social awareness of students: help for students in gaining self-confidence and respect for others, dependability and responsibility, human relations skills, and understanding of the contribution of people in various careers within our society.

Process Needs

After the product (or "what should be done") Career Education needs of students are decided upon, then the problem of process (or "how to do it") needs arises.

Twelve items on the Career Education staff survey were devoted to the process needs of schools in the area of Career Education. Analysis followed the same rule of thumb used with process items: if a majority (more than 50%) of school staffs at a given level said the school needed a given item for the effective infusion of Career Education, and if the discrepancy ("need" minus "have") score was 40 points or more, then the item was considered a "true" or critical need.

The results of this analysis for elementary, middle/junior, and high school staffs will be found on the following pages.

Process Needs
Elementary School Level
(Staff Only)

Need Score	Schools need:	Discrepancy Score
79%	A program of testing to help students identify their interests and aptitudes.	57
76	Communication and cooperation between school and community to facilitate the infusion of career education concepts.	53
65	A local needs assessment for the infusion of career education concepts within the existing curriculum.	50
58	Assistance in identifying, cataloging, and using school and community resources which may support career education concepts.	40

Process Needs
Middle/Junior High Level
(Staff Only)

Need Score	Schools need:	Discrepancy Score
82%	A program of testing to help students identify their interests and aptitudes.	68
79	Assistance in identifying, cataloging, and using school and community resources which may support career education efforts.	60
73	Communication and cooperation between school and community to facilitate the infusion of career education concepts.	59
72	Released time for teachers, administrators, and counselors to develop local career education materials.	68
72	Cooperation of teachers in integrating career education with the total school curriculum.	54
70	Planned conferences for teachers, administrators, and counselors to share ideas and resources.	55
69	Adequate evaluation systems to measure the efficiency and effectiveness of career education efforts.	62
69	A local plan for the implementation of career education concepts within the existing curriculum.	55
64	A local needs assessment for the infusion of career education concepts within the existing curriculum.	58
65	Inservice training for all school staff concerning the infusion of career education concepts within the existing curriculum.	58

Process Needs
High School Level
(Staff Only)

Need Score	Schools need:	Discrepancy Score
77	Communication and cooperation between school and community to facilitate the infusion of career education concepts.	66
76	A policy statement from the local board of education supporting and defining career education.	41
75	Cooperation of teachers in integrating career education with the total school curriculum.	57
74	Assistance in identifying, cataloging, and using school and community resources which may support career education concepts.	61
73	Adequate evaluation systems to measure the efficiency and effectiveness of career education efforts.	67
68	A local plan for the implementation of career education concepts within the existing curriculum.	55
62	A local needs assessment for the infusion of career education concepts within the existing curriculum.	57
59	Released time for teachers, administrators, and counselors to develop local career education materials.	55
56	Inservice training for all school staff concerning the infusion of career education concepts within the existing curriculum.	50
56	Planned conferences for teachers, administrators, and counselors to develop local career education materials.	46

Summary of Findings

Process Needs

* Among staffs at the three levels, the least acute Career Education process needs are found at the elementary school level. The most acute process needs are found at the middle/junior and high school levels.

* School staffs at the elementary, middle/junior, and high school levels all appear to agree that, for the effective infusion of Career Education in the schools, there is need for the following:

    1. A local needs assessment.
    2. Communication and cooperation between school and community.
    3. Assistance in identifying, cataloging, and using community resources.

* In addition to the above, staffs at the middle/junior and high school levels agree that, for the effective infusion of Career Education, there is need for the following:

    1. A local plan for the implementation of career education
    2. Cooperation of teachers in integrating career education with the total school curriculum
    3. Planned conferences for teachers, administrators, and counselors to share ideas and resources.
    4. Released time for teachers, administrators, and counselors to develop local career education materials
    5. Inservice training for all school staff to infuse concepts within the existing curriculum
    6. Adequate evaluation systems to measure Career Education efforts

* Special need is seen at the elementary and middle/junior high school levels for a program of testing to help students identify their interests and aptitudes.

* Special need is seen at the high school level for the following:

1. A policy statement from the local board of education supporting and defining career education

2. One person designated to coordinate career education efforts within the school system.

Part 4

Special Needs of Handicapped and Educationally Disadvantaged Students

Sex Stereotyping

SPECIAL NEEDS OF HANDICAPPED STUDENTS

One of the purposes of the Career Education Needs Assessment Survey was to consider the Career Education needs of handicapped students in the state's public schools. Accordingly, District Coordinators for Special Education in the system's 92 districts were asked to respond to the Career Education Staff Survey on behalf of these students.

Analysis of product and process needs in the area of Career Education for handicapped students followed the same procedures used previously. If a majority (more than 50%) of district coordinators said that students needed an item, and if the discrepancy ("need" minus "have") score was 40 points or more, then the item was considered a "true" or critical need for handicapped students.

Product Needs
District Coordinators for Special Education

Need Score	Students need:	Discrepancy Score
91%	Information about what kinds of jobs are likely to be available now and in the future.	59
89	Information from people in the community who come to their classes to talk about their work and the requirements for their jobs.	78
87	Information about how their different school subjects are related to career possibilities or job requirements.	73
87	Information about the specific steps they should go through in making an important decision or solving problems.	64
87	Help in learning human relations skills to get along well with fellow workers, friends, and family members.	46
86	Field trips to observe businesses and industries they are interested in.	66
86	Opportunities to develop basic economic survival skills, such as setting up a personal budget or comparing prices.	46
85	School counselors who help them to become aware of their strengths and limitations as they relate to the future.	52
85	Help in developing self-confidence and respect for self and others.	48
84	Opportunities to develop an understanding towards the contribution of people in various career within our society.	67
81	Help in discovering whether they are interested in working primarily with people, ideas, or things.	59
73	Information about how their ability and achievement test results can help them in planning their career or educational goals after high school.	46
72	Opportunities to relate their hobbies or out-of-school activities to a career goal.	69

Process Needs
District Coordinators for Special Education

Need Score	Schools need:	Discrepancy Score
83%	Cooperation of teachers in integrating career education with the total school curriculum.	68
77	A policy statement from the local board of education supporting and defining career education.	51
76	Adequate evaluation systems to measure the efficiency and effectiveness of career education efforts.	74
76	One person designated to coordinate career education efforts within the school system.	46
72	Assistance in identifying, cataloging, and using school and community resources which may support career education concepts.	60
72	Communication and cooperation between school and community to facilitate the infusion of career education concepts.	52
71	Planned conferences for teachers, administrators, and counselors to share ideas and resources.	61
71	A local plan for the implementation of career education concepts within the existing curriculum.	57
70	A program of testing to help students identify their interests and aptitudes.	42
67	Inservice training for all school staff concerning the infusion of career education concepts within the existing curriculum.	58
64	A local needs assessment for the infusion of career education concepts within the existing curriculum.	54
60	Released time for teachers, administrators, and counselors to develop local career education materials.	55

Summary of Findings

Product and Process Needs

District Coordinators for Special Education

* If the response of District Coordinators for Special Education is compared with response of school staff at the elementary, middle/junior high, and high school levels, it appears that the product (defined as desired outcomes or "what to do") needs of handicapped students are higher than those of non-handicapped students at all three levels. Process needs are quite similar to process needs identified on the middle/junior and high school levels.

* About 90% of District Coordinators say handicapped students need the following, all of which have descrepancy scores of approximately 60 points:

    1. Information from people in the community who come to their classes to talk about their work and the requirements for their jobs.
    2. Information about how their different school subjects are related to career possibilities or job requirements.
    3. Information about the specific steps they should go through in making an important decision or solving a problem.
    4. Field trips to observe businesses and industries they are interested in.

SEX STEREOTYPING

Several items on the Career Education needs assessment instruments for 4th, 8th, and 12th graders were designed to investigate career-related sex stereotyping among boys and girls. The items and results are shown below.

	Percent Yes Response		
	TOTAL	Boys	Girls
BOYS ARE SMARTER THAN GIRLS SO BOYS SHOULD GET BETTER PAYING JOBS.			
4th grade	19%	28%	8%
BOYS SHOULD GO TO WORK AND GIRLS SHOULD BECOME MOTHERS AND KEEP HOUSE.			
4th grade	38	42	33
DOCTORS SHOULD ALWAYS BE MEN AND NURSES SHOULD ALWAYS BE WOMEN.			
4th grade	39	44	34
8th grade	18	25	10

As can be seen from the results among 4th and 8th graders, there are indications that career-related sex stereotyping among boys and girls begins as early as the 4th grade. The third item, "Doctors should always be men and nurses should always be women," receives less agreement from 8th graders than from 4th graders (18% yes responses versus 39% yes responses), but more 8th grade boys than girls still agree with the statement (25% yes responses for boys and 10% yes responses for girls).

	Percent Yes Response		
	TOTAL	Boys	Girls
IT IS MORE IMPORTANT FOR BOYS TO THINK ABOUT WHAT CAREER OR JOB THEY WANT THAN IT IS FOR GIRLS, BECAUSE MOST GIRLS WON'T WORK MUCH AFTER THEY FINISH SCHOOL.			
8th grade	25%	34%	15%
12th grade	27%	35%	19%

About one-third of the 8th and 12th grade boys agree that career goals are more important for boys than for girls, since girls are less likely to work after they finish school. If the 8th and 12th grade students are divided into college bound and non-college bound groups, it is seen that about 20% of college bound students agree with the statement, whereas about one-third of the non-college bound students agree.

Summary of Findings

In the Area of Sex Stereotyping

* Response to three items designed to investigate career-related sex stereotyping among students suggests that it begins as early as the 4th grade.

* One out of four 8th graders and high school seniors, regardless of sex, agreed that it is more important for boys to think about what career or job they want than it is for girls, because most girls won't work much when they finish school. One of five 12th grade girls agreed with the statement.

Part 5

Summary of All Findings

Synthesis of Findings

SUMMARY OF ALL CAREER EDUCATION

NEEDS ASSESSMENT FINDINGS

Findings from Earlier Studies

* The average South Carolina student in the upper grades is about a year behind his national counterpart on the California Test of Basic Skills.

* A majority of students have a mature self-concept, as measured by the Student Survey and Attitude Inventory.

* Most high school students feel that:

    1. It is important for them to make their own decisions and set their own goals.

    2. Basic academic programs are important.

    3. Social-interpersonal skills are as important as academic skills, if not more so.

* Only half of South Carolina high school seniors feel well prepared to:

    1. Choose an occupation based on their own skills and talents.

    2. Secure a job after graduation and use skills learned in school.

* Three-quarters of seniors plan at least some post-secondary education in college, technical, or business school. Only two out of five seniors feel well prepared to succeed in college, technical, or business school.

* Four out of five juniors feel the school offers, at most, "some" help with career planning.

* Three-quarters of juniors say they have experienced at most "once or twice" some class discussion of jobs related to the subject they are studying.

Career Education Needs Assessment Survey Findings

Basic Area #1:

Self-Knowledge

* Seven out of ten high school seniors said they have decided what kind of job they would like to have when they finish school.

* Uncertainty about a career choice is apparently higher with 8th grade students than with 4th or 12th grade students. Nearly half the 8th graders reported they had not definitely decided on a career choice. Only about one-third of 4th graders and high school seniors had not.

* Nine out of ten 8th graders and high school seniors considered their academic achievement "average" or "above average" as compared with other students in their grade.

* Eighth grade students felt tney need help in finding their primary interests, and that this help is not being offered by their schools. Middle/junior and high school staffs also felt their students need this help, and that it is not being offered by schools.

* Elementary school staffs felt their students need counselors to help them become aware of their strengths and limitations, and that this need is not being adequately met by schools.

Basic Area #2:

Decision-Making Skills

* Only one out of three 4th graders was able to identify "reading books and talking to people with different jobs" as the best way to decide what they want to do when they grow up. Half the students selected "think about it when you finish school" as the best way.

* Less than half the 8th grade students said they had invented a game without help. Two-thirds of a national sample of students who answered the same question said they had.

* About two-thirds of the seniors reported having had an aptitude test, but only one-third said they discussed the results with someone who could advise them on their career plans.

* One-third of high school seniors chose the professional category (doctor, lawyer, engineer, teacher, social worker) as their preferred career when they finish school. "Work in a store" and "work in a factory" were chosen by a combined 2%.

* High school seniors felt they need information on the specific steps to go through in making an important decision, and that this need is not being adequately met by their schools. Middle/junior and high school staffs also felt their students need this help, and that it is not being met by the school.

Basic Area #3:

Career Awareness

* Over 75% of a national sample of 13-year-olds said they have visited a factory, compared to 60% of 8th graders sampled in this survey.

* One out of three 8th grade students reports having had no career information in school.

* Nearly all high school seniors said they have received some career information, but one out of four said it was useless or not very valuable.

* Eighth grade students felt a surprisingly strong need for "nuts and bolts" information on what jobs are likely to be available in the future, how to apply for a job and conduct themselves at an interview, what employers expect of new employees, and how to find a job to learn something about a field they are interested in. They feel these needs are not being met by their schools.

* The majority of high school seniors say they need almost all activities related to Career Awareness: field trips, resource people from the community who talk about their work, a chance to relate their hobbies to a career goal, finding a job to learn something about a field they are interested in, and information on what employers expect of new employees. They feel these needs are not being adequately met by their schools.

* School staffs at the elementary, middle/junior, and high school levels all agree that students need resource people from the community who talk about their work, and field trips to observe businesses and industries they are interested in. They feel these needs are not being met by schools.

Basic Area #4:

Economic Awareness

* Two-thirds of the 4th grade students said they have shopped at a store by themselves, compared with three-fourths in a national sample who were asked the same question.

* Nine out of ten 4th grade students knew that the main reason people work is to earn money.

* Less than half the 8th grade students could identify "interest" as the amount charged by a lender for the use of money.

* Only half the high school seniors could identify "high wages" as not being a fringe benefit.

* Among high school seniors, 60% correctly identified "plumber" as the occupation with the highest earning potential among four occupations. Over 80% of a national sample responded correctly to the same item.

* School staffs at the elementary, middle/junior, and high school levels all agreed that students need to learn economic survival skills, such as shopping or setting up a personal budget. They also say this need is not being met by their schools.

Basic Area #5:

Educational Awareness

* A large majority of 8th and 12th grade students felt their basic academic subjects teach them something that might be useful in a job. Math and business education were selected as useful by nine out of ten seniors.

* One out of three non-college bound seniors could not specify that it takes a shorter period of training to become a computer operator, electronic technician, or insurance salesman than it does to become a lawyer.

* Two out of three 8th grade students and half the college seniors said they would like to attain at least a four-year college degree. One out of five 8th graders and seniors aspires to graduate or professional school.

* School staffs at the elementary, middle/junior, and high school levels all agreed that students need information on how their different school subjects are related to career possibilities or job requirements. They also say this need is not being met by the schools.

Basic Area #6:

Attitudes and Appreciations

* Three out of five seniors agreed that people would be happy if they never had to work.

* Two out of five 8th grade students agreed that the best job is the one that pays the most money.

* School staffs at the middle/junior and high school level said their students need help in developing self-confidence and respect for self and others. They also say this need is not being adequately met by the schools.

Basic Area #7:

Social Awareness

* When asked how to handle the problem of an unfair rule at school, about nine out of ten 4th graders and three-quarters of the 8th graders said they would obey the rule or talk to the teachers about it. Less than ten percent chose a course of active resistance.

* When asked how to handle a problem with a younger sibling, nearly half the fourth graders either chose a punitive course of action or were unable to decide what to do.

* School staffs at the middle/junior and high school levels agreed that students need help in learning human relations skills and understanding towards the contribution of people in various careers within our society. They also said this need is not being adequately met by the schools.

Process Needs

Identified by School Staffs

* Among staffs at the three levels, the least acute Career Education process needs are found at the elementary school level. The most acute process needs are found at the middle/junior and high school levels.

* School staffs at all three levels agree that there is need for the following:

    1. A local needs assessment
    2. Communication and cooperation between school and community
    3. Assistance in identifying, cataloging, and using community resources.

* In addition to the above, staffs at the middle/junior high school level agree that there is a need for a local implementation plan, and evaluation to measure Career Education efforts. Staffs also see a need for released time and conferences for planning, and for inservice training for all staff.

* Special need is seen at the elementary and middle/junior high school level for a program of testing to help students identify their interests and aptitudes.

* Special need is seen at the high school level for a policy statement from the local board of education on Career Education, and for one person designated to coordinate Career Education within the school system.

Special Needs of Handicapped

And Educationally Disadvantaged Students

* If the response of District Coordinators for Special Education is compared with response of school staff at the elementary, middle/junior, and high school levels, it is apparent that the needs of handicapped students are greater than those of nonhandicapped students at all three levels.

* Process needs identified by District Coordinators for Special Education are similar to process needs identified on the middle/junior and high school levels.

* About 90% of District Coordinators say handicapped students need the following services. Analysis of the data showed the four items were marked by at least a 60 point discrepancy between what schools offer handicapped students and what handicapped students need, according to the District Coordinator for Special Education.

    1. Information from people in the community who come to their classes to talk about their work and the requirements for their jobs.

    2. Information about how their different school subjects are related to career possibilities or job requirements.

    3. Information about the specific steps they should go through in making an important decision or solving a problem.

    4. Field trips to observe businesses and industries they are interested in.

Sex Stereotyping

* Response to three items designed to investigate career-related sex stereotyping among students suggests that it begins as early as the 4th grade.

* One out of four 8th grade students and high school seniors, regardless of sex, agreed that it is more important for boys to think about what career or job they want than it is for girls, because most girls won't work much when they finish school. One of five 12th grade girls agreed with the statement.

* Less than half of 4th grade girls said they had visited a factory. Sixty percent of 4th grade boys said they had.

* Items related to the economic awareness of students showed a persistent bias in favor of boys at all three grade levels.

SYNTHESIS OF FINDINGS

The results of the Career Education Needs Assessment indicate that students need practical and realistic career education activities and experiences throughout their years in the public schools of the state to prepare them for productive and personally rewarding adult lives.

Student response on National Assessment of Career Education items, notably in the areas of career awareness, economic awareness, and decision-making skills, was lower than response of comparable national samples. The relevant items are experiential/cognitive in nature and suggest limitations in students' background which could be remediated through the existing school curriculum with early and continued emphasis on the relationship of academic subjects to the world of work. It was noted, in particular, that girls scored lower than boys on some items related to career and economic awareness.

Overall results of the survey, including findings from both students and school staffs, indicate that students should begin relating their interests and aptitudes to a variety of occupational possibilities at the elementary school level through organized classroom activities coordinated with each curriculum area. The development of economic survival skills should be emphasized, beginning at the elementary level. As students move through the middle/junior and high school levels, experiences and classroom activities should emphasize the development of skills in the area of economic survival, human relations, and decision-making. Older

students should be exposed to explicit and detailed information related to a wide variety of present and future occupational possibilities, including educational/occupational requirements at job entry level. If a program of career education is to be relevant to the approximately one-half of high school seniors whose formal education ends with high school, then special emphasis should be placed on occupational opportunities requiring little or no formal postsecondary education, or offering on-the-job training opportunities for new employees.

There is evidence that a substantial proportion of high school seniors will enter the labor market sooner than they had foreseen, and without the occupational skills they had hoped to gain through further education. When asked the highest level of education they would like to attain (p. 24), nine out of ten high school seniors responding to the Needs Assessment Survey said they wanted to go on to further formal education past high school (58% college and 32% technical or business school). However, it is currently estimated that no more than half the state's high school seniors immediately enter further formal education past high school (40% college and 10% technical centers or schools.)[1]

The evidence also indicates that students with relatively high educational and career aspirations will enter the labor market sooner than they had foreseen. When asked what job is most like what they want to do when they finish school (p. 21), fully one-third of the high school seniors chose the professional fields generally requiring at least a four-year college degree. Current enrollment figures in the state indicate

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[1]Frank E. Kinard and Alan S. Krech, Projected Degree-Credit Enrollments Through 1985 in South Carolina Colleges and Universities. Columbia,S.C.: Commission on Higher Education, 1977.

that about 20% of high school seniors will complete a four-year college program, including graduates of private high schools and out-of-state students. Among our seniors, two out of ten aspired to a graduate or professional degree(p. 24). Both state and national statistics indicate that less than one out of ten will attain it.[2]

The major conclusion to be drawn from these findings is that although students' educational and career goals are commendably high, many students will enter the labor market sooner than they had anticipated, and with fewer occupational skills than they had hoped to gain through postsecondary education. This conclusion appears to apply to students of all levels of educational and career aspirations.

The conclusion, if valid, poses difficult questions for a public school program of career education. Professional educators have traditionally encouraged students to set high educational and career goals, on the undoubtedly correct assumption that goals set during the student's formative years are more likely to be attained in later life. Many individuals have traced their career accomplishments to the early encouragement and enthusiasm of a teacher. On the other hand, we may do students a disservice if we foster high aspirations without at the same time providing realistic information the requirements of postsecondary education and the job market. The evidence we have examined suggests that a major problem encountered by graduating high school seniors is the revision of educational and career aspirations as they encounter those requirements.

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[2] Ibid. Also Less Time, More Options: Education Beyond the High School. Berkeley, Calif.: Carnegie Commission on Higher Education, 1970.

Combining this persepctive with survey findings on desirable characteristics of a career education program from the point of view of students and school staffs, we might conclude that the following broad outline of a program of career education at the elementary, middle/ junior and high school level would be acceptable to local schools.

1. Elementary level needs

Provisions for a local career education needs assessment, identification of school and community resources, and increased emphasis on the use of counselors and testing to help students identify their interests and aptitudes. At this level, "testing" might consist of informal interest inventories administered in classrooms and scored by the children themselves.

Classroom activities should include visits from community resource psople who talk about their jobs, emphasis on future job possibilities, exercises in economic survival skills, and opportunities for students to relate hobbies and school subjects to a career goal.

2. Middle/junior high school level

Provisions for a local needs assessment, formal implementation plan, inservice training, released time and planned conferences for materials development, field trips, and evaluation of career education efforts. Classroom activities should include visits from community resource people, exercises in human relations and economic survival skills, practice in decision-making skills or applied decision theory, and opportunities for students to relate hobbies and school subjects to a career goal. Students at this level appear to be especially interested in the "nuts and bolts" aspects of applying for a job and what employers expect of new employees. Students and school staffs both see a need for providing students with information on what jobs are likely to be available, and with help in discovering their primary interests. Again, the latter might be accomplished through informal interest inventories administered in classrooms and scored by the students themselves.

3. High school level needs

Provisions for a local needs assessment and a local implementation plan, policy statement from the local board of education, inservice training, released time and conferences for materials development, identification of school and community resources, field trips, and evaluation of career education efforts. Classroom activities should include exercises in human relations skills, values clarification, and economic survival skills, as well as discussion and exercises designed to bring out the relationship between school subjects and career possibilities or job requirements. Students and school staffs both see a need for decision-making skills, which at this level might include study and application of formal decision theory to problems of career

selection. Students and school staffs also see needs for students to relate their hobbies and out-of-school activities to career goals, for information on what employers expect of new employers, and classroom visits from community resource people who talk about their work and job requirements. For high school students, these resource people should include college and technical school students and young employed men and women who talk to students about educational/career requirements and the problems they have encountered in the process of educational/career selection.

Special need is also seen at the high school level for one person designated to coordinate career education efforts within the system.

4. Handicapped and Educationally Disadvantaged Students

Results of the survey suggest critical needs of handicapped and educationally disadvantaged students in the area of career education opportunities offered to all students at the middle/junior and high school level, with special emphasis at the high school level on matching the interests and aptitudes of individual students with future occupational possibilities. Special need is seen for student contact with employed people in the community, and opportunities for students to relate academic subjects to career possibilities and job requirements.

The reader's attention is directed to comments of students and school staff included in the Appendix.

APPENDIX

Student and Staff Comments

Survey Results

High School Seniors

The school is already helping me. I'm taking Electronics and I'm planning on going to technical college to finish my career.

I think that for whatever field you may want to go into during your junior or senior year, you should have opportunities to experience that field to make sure it's the right one.

They could help us to keep in contact with the college we wish to attend and they should try to know a little about the financial aid forms.

We should have a broader range of subjects that's going to teach us about now. We should be able to take more trips to different places to discover what other people do in the world. And to see what we may one day face.

I feel that the schools should prepare students for their future job and that the basic 3 R's should still be studied, but more in a career oriented manner. My interests are very well rounded and I don't feel that my counselors helped me to decide my future career goals at all! They could not give me any pertinent advice.

Well they have prepared me in some way, but I think that whatever you want to do, such as work in a factory, they should check out the factory and let you know something about it. I'm not saying that they don't do it for some subjects. But they need to think about every career. Anyway everyone don't want to go to college.

Give me some information about my career by looking at my grade that I made on the Career Planning test.

It would help to have people that could design a specific course outline for one to follow, if he knows what his major in college will be.

Have people from different careers come in and talk with the students.

Career planning is a hard decision for a twelfth grader to make. The schools definitely need more career planning programs for those undecided students.

I think the Career Education Program for South Carolina schools is great, especially the Vocational Area.

I think Career Education programs are good and could be put in a full swing project. Look into my field and see what kind of jobs are open for me.

Schools could prepare students better for careers through planning their high school courses towards it and also having a program where a student can work part-time in that career during high school.

Tell us what jobs are available - what fields are wider than others and what a person in particular would be best suited for.

This school can give me a little more information about getting a job.

I think if we were to have a lot of field trips and speakers it would help a lot. Also, if more people were interested in the Jr. Achievement program.

I feel like I have not learned very much at all in this school. I do not feel I have been helped at all with my career at school. I am very disappointed.

If I could find out more information about the type of jobs that I'm concerned in.

Maybe courses could be offered that deal with various types of professions. We have a vocational school beside our high school, but more information should be offered for persons interested in becoming professionals such as economists, lawyers, etc.

More Career Programs starting with tests in the 10th grade. I took one 2 yrs. ago and I have never seen the results even after numerous requests to obtain them.

I don't have any comments but I think everybody should think about what he or she wants to do. I think you should send more people to talk to children about their job and then it would be easier for them to make up their mind.

My school already has a career education program that has helped me choose a career. Without attending it, my choice would have been hopeless.

Offer more job related courses to prepare students for the future.

Have more counselors that know you and are willing to help you, and write good recommendations for you.

I am presently enrolled in business courses, and I am getting the help I need in preparing for a job in the future business world.

South Carolina schools need a program in which students can get experience in jobs that interest them in order to learn more about them and to help them decide if this is what they really want to do.

Booklets could be distributed on different career fields and counselors could talk individually with students.

Our schools should have college catalogs and career information along with tests to help decide your career. Also a job list to show students what businesses need part- or full-time help. The counselors should help with this.

I think more guidance programs should be presented to juniors and seniors with more variety of jobs! Stop showing boring films about secretaries, medical technicians, and marine biologists. Show jobs about contractors, draftsmen, lawyers, doctors, commercial artists! Get more variety! Everyone doesn't graduate from college or high school and go into the small amount of jobs you present to students. Show us what it's really like. Get more people to come to schools telling what they like and dislike about their occupations!

They could recommend which subjects would best suit your planned career. This would eliminate the wasting of our time taking inapplicable courses.

By having career persons of different careers come to your school and talk to you about different careers.

I feel that my school needs courses that are more oriented in a specific field, such as in the field of chemistry, technology, and specific fields of biology.

Schools could offer more business courses rather than making you take so much social studies, sciences, maths, English when the field you are going in may not pertain to any of these.

It would be a lot of help to students if the school developed a Career Education Program to help them decide on what they want to do. I went to one and it helped me a lot.

Career education is probably much more valuable to people not interested in attending college. I feel college will do this for me.

I would definitely like to see Photography offered as a class in both High Schools and colleges and universities in S.C.!

Offer some courses which would involve hospital work or classes. Also, other courses which would be like college co-op programs.

I would like to suggest some type of modeling class for young ladies are anything to do with fashion. Maybe classes for the ones who would like to become an airline stewardess.

I think that our school system could be improved by offering more classes that give you a good idea for a job such as Law in brief and MARINE BIOLOGY. I think our schools should add more to academic subjects that plain old everyday stuff and more modern methods like films in place of books.

I think that more emphasis should be placed on helping the individual student explore his interests as related to a career. Guidance counselors seem too bogged down with paperwork to give this kind of attention.

My school is helping me by the subjects I take and by talking to some people with skills and experiences that will help me to learn to get a good job.

My school is helping me prepare for my career after high school because I want to be a nurse and the school is giving me the skills I need.

Give more tests to see what field most interested in. Let counselors talk with students more starting about 10th grade.

They should have people in the community come to talk about their jobs.

The counselors could be more concerned with kids who need their attention and help, instead of wasting all their time on people who cut classes or skip school.

Elementary School Staff

In elementary grades, our days are packed with academic curriculum and art, music, and PE. Career Ed. should certainly be a part of the elementary curriculum, but at this level, only a very minor part.

I would like to take more field trips into the community to see first hand how different industries work.

Last year our class invited speakers on subjects of general health practices, nutrition, safety, first aid, and community health problems as a culmination of the study of Health. Each speaker ended by telling about his/her own career and about other careers within his/her field--description of their work, qualifications, rewards, etc.

Middle/Junior High School Staff

Suggestion--have a Careers Day at school. Invite community workers to speak to small groups about their jobs. Each student would be able to select and sign up for 3 rooms to visit. One worker per room, giving a 5 minutes introduction with 15-minute question-answer period.

Career education should be a continuous program developed sequentially from the earliest grade levels. The career fields should be explored in depth and many excellent career opportunities involving skilled and semi-skilled professions should be developed to a greater extent.

1. Structured career orientation programs should be extended to the elementary grades in order to assist in the development of positive attitudes toward the "world of work."
2. Career Awareness programs in the junior high schools should be more structured; each teacher should be required to devote at least one hour per week to teaching job clusters related to his subject area.
3. Consultants or speakers from various businesses, agencies, or firms within the community should be invited each month to talk to the student body concerning their careers.

I was a member of the seed team who worked with teams from five upstate counties under a grant from the Appalachian Council of Governments to develop a Career Ed. plan. We have a <u>beautiful</u> plan with no leadership

to implement it and no money for inservice training of teachers. Three pilot schools have used it, but the plan has bogged down.

I have seen suggestions that career education be integrated into all grades, 1-12. This struck me as unrealistic and beyond the responsibilities of the school. Obviously in social studies (which I teach) you want to teach the variety of jobs in our society and the importance of all of them, and how they are interdependent. And any teacher should teach responsibility, self-confidence and respect for others. But I object to yet another program of non-academic goals, especially in the lower grades. And I also object to more bureaucracy and programs and required inservice. Whatever program is instituted should be voluntary and low-key (below high school level). As for students in high school, there should be a more systematic CE program. Students of that age are close enough to their working years to take the program seriously, and they will have enough exposure to different jobs, handling of money, etc. to make it more meaningful to them personally.

I feel that each classroom teacher could help coordinate an effective Career Educ. Program through his classroom. Each subject teacher should be responsible for revealing the careers offered in his subject area. Perhaps a requirement in every course could be for each student to select several careers in each class during a semester, to research and to investigate the possibilities that a particular job may hold for them.

Career education is fine for high school students. I feel that junior high students are not interested in career education yet. All available school time should be used to teach them to READ, WRITE, and do MATH!

I feel if career education is to be considered, adequate and attractive materials need to be supplied at an appropriate grade level, for students to benefit from them.

High School Staff

Must begin with school board and district office down to classroom situation through objectives stated per subjects. Counselors used as resource personnel and to assist as needed. Career Planning Profile given to juniors each year!

Present minicourses ranging from 1-4 weeks on a career field. Bring in professional people to conduct workshops or mini-conferences on a variety of career options. Screen students on capabilities before placing in the program or level of program. Much embarrassment can be saved because of the lack of respect of students for guests and even teachers.

Any type of Career Education Program has to have emphases on the 3 R's. It also needs testing, exploration, visitation, counseling and situations to make students more aware of their future.

Supply career information pertaining to subject matter to subject teachers. Offer a course in practical economics and include some units on salary scales, types of employment, investing wisely, etc. Hire some roving career ed. teachers to conduct classes in high schools on a 2-3 day basis per school. For example, English career ed. teacher spends two days in each regular junior English class. (Ugh, maybe that's too impractical.)

Career Planning should begin at the elementary school level and become a part of a child's educational experience throughout his entire school career.

Our system makes available to all high and junior high students a course covering career information. This type of course should be required statewide.

I feel that those students who are considering careers in law, medicine, engineering, etc. are not given enough exposure and information about required backgrounds and job possibilities. A career week set up for those specifically interested would allow students to meet on a 1-1 basis with professional persons in this area and ask detailed questions.

I feel that the key to developing an effective career education program is the continuous communication of concepts and ideas about career education to key personnel (guidance counselors, vocational teachers, distributive education teachers) in the schools. Inservice programs should also be implemented on a continuous basis. After these objectives have been reached then the program could begin operation to help students explore the career world.

The revitalizing of a Career Day is needed on campus. This gives the students a prospective as to what careers are available and a chance to ask questions about those that interest them.

Most of my students do not plan to attend college and are in desperate need of career information.

Publicity - most students aren't even aware of what is available in the guidance office.

There should be a way to be sure that each and every student is involved in career discussion and planning. As it is, some students have the opportunity. All students need help in obtaining jobs if they want jobs. As things now stand, those who need the jobs most know the least about obtaining them. Students stop me in the halls to ask about jobs. I try to help them, but I know very little about job opportunities in the area.

Career education is done now mainly during our homeroom period and each department does career education in its area when working with students. Our homeroom period is fifteen minutes long. We need more time to explore career options that are not related to the various departments in our school.

We need up to date data on Careers and job opportunities in and around the state. A good supply of films and guest speakers once a month in the auditorium would be helpful.

District Coordinators for Special Education

To date career education has been left to the initiative of individual counselors and teachers. We need a person to coordinate career education and also serve as a vocational counselor. Better instruments for identifying the interests and aptitudes of special education students are needed. Additional vocational classes are needed particularly for the "special" student.

Classroom teachers need to relate types of careers that are available to the subject areas they teach. Also, classroom teachers should allow class time to discuss career information available to them in school libraries.

Help!

One of the greatest needs in all areas is communication and cooperation. Each area (teachers) become involved in their work and do not integrate into the total school program.

Community based needs assessment - students might be used to survey job opportunities as part of career education. This should include low level careers applicable to mentally handicapped as well as higher level that can be done by any individual and for which the handicap is not an exclusive factor.

Integrate Career Education into the total program - don't segment programs.

All of my responses come from the direction of special education. Most career education programs do not meet the needs of handicapped students. Those with which I am familiar in Sp. Ed. Centers (for more severely handicapped) are doing a better job but programs for special ed. students in the regular high schools are far from what is needed. Some suggestions for these students are:

I. An evaluation "team" to determine appropriate career education program for each student. Could consist of (1) sp. ed. teacher (2) career ed. personnel (3) guidance counselor (4) sp. ed. consultant (5) psychologist. But (1) and (2) should be required.

II. New career ed training programs developed to train these students for gainful employment in the community, jobs these handicapped students can do. They should not be in training programs for jobs requiring grade 4 reading skills when they are reading on grade 1.

III. "Liaison" career ed people to locate appropriate job opportunities in the community and determine skills needed to be taught these students to meet qualifications - assist with securing jobs.

IV. High school program for some handicapped students (on individual determination) should consists of academics and career ed. in equal portions, with senior students on the job at least 1/2 day. Academics should be geared to career ed. goals and training program.

V. Pre-Voc Program for identifying skills that should be taught at pre-high school and assist teachers with including these in curriculum. Should coordinate with high school career ed. people.

We are making efforts in career education for the handicapped through or with the help of our director of career education. Needless to say, he does not have enough time to devote to our area. We desperately need more help in making more opportunities available for our handicapped students, such as - for a start - a vocational manual for handicapped.

Relax dual certification requirement of Special Education and Industrial Arts. Special Ed. students under Vocational Education rules and regulations.

Our first formal step toward career ed. at junior and senior high school levels came last spring when representatives of local business and industry were brought in to describe their operations (and display their attitudes) to the teachers at an inservice meeting. A month later all teachers toured local businesses and industries. Evaluation of this experience was generally favorable.

Within Career Education as well as other instructional programs the main emphasis appears to be more special help in academic areas. I feel that too little emphasis is placed on actual training. At one time we had some good vocational programs for the handicapped. These have slowly deteriorated and it appears that the programs became more and more separated. The attitude appears more and more minimum effort in this area. Many of the items that were marked (on the Needs Assessment Survey) we once had but no longer have. Little attention is given to social and life skills. Even with all this emphasis on academic achievement test scores show no significant gain.

SURVEY RESULTS

TABLE 1

SOUTH CAROLINA CAREER EDUCATION SURVEY

4th Grade
Number = 864 Students
Results*

		Yes	No	Don't Know or No Answer
1.	I am too young to think much about what kind of job I want when I grow up.	23%	51%	26%
2.	Boys are smarter than girls so boys should get better paying jobs.	18%	69%	12%
3.	I need to find out the things I can do best.	88%	4%	9%
4.	The best job is the one that pays the most money.	33%	49%	18%
5.	Boys should go to work and girls should become mothers and keep house.	38%	50%	12%
6.	Most people would be happy if they never had to work.	21%	57%	22%
7.	Doctors should always be men and nurses should always be women.	39%	52%	9%
8.	Do you know what kind of job you would like to have when you finish school?	67%	19%	15%
9.	Do you know what things your father does at work?	75%	17%	8%
10.	If your mother works outside your home, do you know what things she does at work?	61%	17%	22%
11.	Have you been on trips with your teacher to see people at work?	50%	45%	5%
	Do you think these subjects teach you something that might be useful in a job?			
	12. English	66%	10%	25%
	13. Math	81%	8%	11%
	14. Science	68%	11%	22%
	15. Social Studies	63%	12%	25%

*Percentages will not always total 100% because of rounding error.

	Yes	No	Don't Know or No Answer
16. Have you ever shopped at a store by yourself without help?	67%	28%	5%
17. Have you ever visited a factory?	54%	38%	9%
18. Have you invented a game without help?	58%	33%	9%

19. I work in an office. I take dictation in shorthand, type letters, answer the telephone, and do many other things around the office. What is the name of my job?

Office Manager.....10%
Telephone Switchboard Operator..... 5%
Receptionist..... 1%
File Clerk..... 1%
Secretary CORRECT ANSWER.....77%
I don't know or no answer..... 7%

20. Your little sister is always trying to get you in trouble. Everytime she does, you get mad at her. To get along better with her you should:

Ask Mother or Dad what to do CORRECT ANSWER..54%
Tell on her for something she did.....14%
Hide her school books..... 3%
"Get something" on her so she'll behave.....16%
I don't know or no answer.....13%

21. You don't know for sure what you want to do when you grow up. You should:

Do what your friends do..... 1%
Let your parents find you a job.....10%
Think about it when you finish school.....50%
Read books and talk to people with different jobs CORRECT ANSWER.....34%
I don't know or no answer..... 5%

22. The MAIN reason people work is:

To have friends..... 2%
To get out of the house..... 2%
To earn money CORRECT ANSWER.....86%
To have something to do..... 9%
I don't know or no answer..... 1%

23. Suppose your school made a new rule that you thought was very unfair. What would you do?

Do what the rule says.....38%
Talk to the teachers about it CORRECT ANSWER.....51%
Refuse to do what the rule says..... 4%
Not go to the school..... 1%
I don't know or no answer..... 6%

24. What grade are you in?

Third grade.....
Fourth grade.....100%
Fifth grade.....

25. What is your race?

Black.....36%
Non-Black.....64%

26. Are you a boy or a girl?

Boy.....51%
Girl.....49%

TABLE 2

SOUTH CAROLINA CAREER EDUCATION SURVEY
8th Grade
Number = 830 Students
Results*

		Yes	No	Don't Know or No Answer
1.	Doctors should always be men and nurses should always be women. Do you agree?	18%	77%	5%
2.	Have you decided what kind of job or career you want after you finish school?	55%	34%	11%
3.	Is there ONE subject you have taken in school that taught you something that might be useful for a job?	74%	19%	7%
4.	All day every day Mr. Smith runs a machine that punches holes in leather belts. Do you think it's possible he likes his job?	45%	26%	27%
5.	Have you ever visited a factory?	60%	39%	2%
6.	Have you invented a game without help?	43%	51%	6%
	DO YOU AGREE?			
7.	The best job is the one that pays the most money.	21%	64%	15%
8.	Most people would be happy if they never had to work.	34%	44%	23%
9.	It is more important for boys to think about what career or job they want than it is for girls, because most girls won't work much after they finish school	25%	61%	14%

Do you think these subjects teach you something that might be useful in a job?

		Yes	No	Some or No Answer
10.	Art, Music, Drama, Speech	65%	13%	21%
11.	Business Education	88%	5%	7%
12.	English	76%	12%	12%
13.	Foreign Languages	53%	21%	26%
14.	Home Economics	52%	27%	21%
15.	Industrial Arts, Vocational Education	63%	14%	23%
16.	Math	88%	6%	6%
17.	Physical Education	47%	29%	24%
18.	Science	68%	15%	17%
19.	Social Science, History	58%	18%	24%

*Percentages will not always total 100% because of rounding error.

	Percent Yes Response		Discrepancy
	Does your school offer this?	Do you or will you need it?	Need Minus Offer
Help in getting a part-time or summer job to make extra money.	37%	66%	29%
Help in getting job experience to learn something about work you are particularly interested in.	35%	72%	37%
Information about what kinds of jobs are likely to be available now and in the future	34%	75%	41%
Information from people in the community who come to your classes to talk about their work and the requirements for their jobs.	30%	53%	23%
Field trips to observe businesses and industries you are interested in.	43%	61%	18%
Information about what employers expect of new employees.	22%	68%	46%
Information about how to apply for a job and conduct yourself at a job interview.	26%	78%	52%
Help from school counselors in becoming aware of your strengths and limitations as they relate to your future.	56%	60%	4%
Information about how your ability and achievement test results can help you in planning your career or educational goals after high school.	43%	69%	26%
Help in discovering whether you are interested in working primarily with people, ideas, or things.	30%	63%	33%
Information about how your different school subjects are related to career possibilities or job requirements.	43%	68%	25%
Opportunities to relate your hobbies or out-of-school activities to a career goal.	31%	56%	25%
Help in learning human relations skills to get along well with fellow workers, friends, and family members.	45%	64%	19%
Information about the specific steps you should go through in making any important decision or solving a problem.	38%	64%	26%

48. All of the following are fringe benefits EXCEPT:

Hospital payments.....20%
Paid vacation.....23%
A retirement program.....15%
High wages CORRECT ANSWER 41%
No answer 1%

49. INTEREST is the amount:

Charged by a lender for the use of his money CORRECT ANSWER.....45%
Charged by a seller for extra cost of scarce goods.....10%
Charged by a bank for the use of a checking account.....26%
Deducted from your paycheck for health insurance.....19%
No answer..... 1%

50. Suppose your school made a new rule that you thought was unfair. What would you do?

Do what the rule says 15%
Talk to the teachers about it CORRECT ANSWER.....60%
Refuse to do what the rule says..... 7%
Not go to the school..... 1%
I don't know or no answer.....17%

51. How valuable do you think the career counseling you have received in school is to you?

Very valuable.....28%
Valuable.....28%
Not very valuable..... 9%
Useless..... 2%
I have received none.....33%

52. All in all, what is the highest level of education which you would LIKE to attain in the future?

Not finish high school..... 2%
Graduate from high school but not go beyond that.....10%
Graduate from high school and then go to a technical or business school....17%
Go to a two-year community or junior college..... 6%
Go to a four-year college or university.....46%
Go to graduate or professional school after college.....19%

53. How do you compare your school achievement with other students in your class?

Above average.....26%
Average.....66%
Below Average..... 7%

54. What is your sex?

Male.....50%
Female.....50%

55. What is your race or ethnic group?

Black.....36%
Non Black.....64%

56. What grade are you in this year?

Seventh Grade.....0
Eighth Grade.....100%
Ninth Grade.....0

TABLE 3

SOUTH CAROLINA CAREER EDUCATION SURVEY
12th Grade
Number = 728 Students
Results*

		Yes	No	Don't Know or No Answer
1.	Most people would be happy if they never had to work. Do you agree with this statement?	33%	61%	6%
2.	Have you decided what kind of job or career you want after you finish school?	69%	24%	7%
3.	Have you talked seriously to anyone about your plans for the future--what you want to do, what training or education you need, etc.?	71%	28%	1%
4.	There are tests to help you decide on your career plans. These tests help you find out such things as what you like to do best, what jobs you would rather have, or if you have mechanical, clerical or other abilities. Did you ever take such a test?	64%	32%	4%
5.	If you DID take such a test, did you discuss the test results with anyone who could advise you on your plans?	33%	59%	9%
6.	After you finish school, do you expect to live in South Carolina?	45%	28%	27%
7.	Is there ONE subject you have taken in school that taught you something that might be useful for a job?	89%	8%	2%
8.	It is more important for boys to think about what career or job they want than it is for girls, because most girls won't work much after they finish school.	27%	60%	14%
9.	Day after day Mr. Smith runs a machine that punches holes in leather belts. Do you think it's possible he likes his job?	45%	31%	24%
	Do you think these subjects teach you something that might be useful in a job?			
10.	Art, Music, Drama, Speech	77%	11%	12%
11.	Business Education	91%	5%	4%
12.	English	86%	6%	8%
13.	Foreign Languages	51%	26%	23%
14.	Home Economics	58%	22%	20%
15.	Industrial Arts, Vocational Education	82%	7%	11%
16.	Math	91%	4%	4%
17.	Physical Education	46%	32%	22%
18.	Science	71%	14%	15%
19.	Social Studies, History	57%	21%	22%

*Percentages will not always total 100% because of rounding error.

	Percent Yes Response		Discrepancy
	Does your school offer it?	Do you need it?	Need Minus Offer
Help in getting a part-time or summer job to make extra money.	60%	62%	2%
Help in getting job experience to learn something about a field you are particularly interested in.	53%	73%	20%
Information about what kinds of jobs are likely to be available now and in the future.	58%	79%	21%
Information from people in the community who come to your classes to talk about their work and the requirements for their jobs.	37%	68%	31%
Field Trips to observe businesses and industries you are interested in.	40%	77%	37%
Information about what employers expect of new employees.	36%	71%	35%
Information about how to apply for a job and conduct yourself at a job interview.	55%	73%	18%
Information about how your ability and achievement test results can help you in planning your career or educational goals after high school.	64%	78%	14%
Help in discovering whether you are interested in working primarily with people, ideas, or things.	45%	68%	23%
Information about how your different school subjects are related to career possibilities or job requirements.	47%	75%	28%
Opportunities to relate your hobbies or out-of-school activities to a career goal.	30%	66%	36%
Help in learning human relations skills to get along well with fellow workers, friends, and family members.	44%	63%	19%

53-54. Which of the jobs listed below is most like what you want to do when you finish school?

6%	Barber, beautician, or hospital worker
5%	Building or construction work
4%	Car mechanic or TV repairman
9%	Computer programmer
2%	Cook, waiter, or waitress
32%	Doctor, lawyer, engineer, teacher, or social worker
8%	Entertainer, artist, or writer
2%	Farm or raise animals
2%	Homemaker or housewife
4%	Join the armed services
4%	Own a small business
2%	Policeman, fireman, or forest ranger
8%	Secretary or bookkeeper
1%	Sell houses or insurance
1%	Truck or bus driver
1%	Work in a factory
1%	Work in a store
8%	I don't know or no answer

55. All in all, what is the highest level of education which you would LIKE to attain in the future?

1%	Not finish high school
8%	Graduate from high school but not go beyond that.
32%	Graduate from high school and then go to a technical or business school.
6%	Go to a two-year community or junior college.
32%	Go to a four-year college or university.
20%	Go to graduate or professional school after college.

56. How do you compare your school achievement with other students in your grade?

25%	Above average
69%	Average
5%	Below average

57. What is your sex?

49%	Male
51%	Female

58. What is your race or ethnic group?

43%	Black
57%	Non-black

59. What grade are you in this year

	tenth grade
	eleventh grade
100%	twelfth grade

	Percent Yes Response Does your school offer it?	Do you need it?	Discrepancy Need Minus Offer
Information about the specific steps you should go through in making an important decision or solving a problem.	37%	67%	30%
School counselors who help you to become aware of your strengths and limitations as they related to your future.	60%	78%	18%

48. INTEREST is the amount:

74% Charged by a lender for the use of his money.
7% Charged by a seller for the extra cost of scarce goods.
9% Charged by a bank for the use of a checking account.
3% Deducted from your paycheck for health insurance.
7% I don't know.

49. All of the following are fringe benefits EXCEPT:

19% hospital payments
11% paid vacation
5% a retirement program
51% high wages CORRECT ANSWER
14% I don't know or no answer

50. Which of the following jobs usually requires the LONGEST period of training?

76% Lawyer CORRECT ANSWER
5% Computer operator
8% Electronic technician
3% Insurance salesman
9% I don't know or no answer

51. Which person usually earns the most money?

60% Plumber CORRECT ANSWER
22% Tailor
2% Bus Driver
3% Watchman
13% I don't know or no answer

52. How valuable do you think the career information you have received in school is to you?

29% Very valuable
39% Valuable
20% Not very valuable
4% Useless
8% I have received none

TABLE 4

SOUTH CAROLINA CAREER EDUCATION STAFF SURVEY
Elementary Schools
Number = 57 Staff Members
Results

	Percent Yes Response	Discrepancy
	Does the school offer it?	Does the school need it?	Need minus offer
1. Information about what kinds of jobs are likely to be available now and in the future.	13%	60%	47%
2. Information from people in the community who come to their classes to talk about their work and the requirements for their jobs.	22%	65%	43%
3. Field trips to observe business and industries they are interested in.	28%	57%	29%
4. Information about how their ability and achievement test results can help them in planning their career or educational goals after high school.	21%	46%	25%
5. Help in discovering whether they are interested in working primarily with people, ideas, or things.	13%	54%	41%
6. Information about how their different school subjects are related to career possibilities or job requirements.	21%	62%	41%

	Percent Yes Response		Discrepancy
	Does the school offer it?	Does the school need it	Need minus offer
7. Opportunities to relate their hobbies or out-of-school activities to a career goal.	15%	57%	42%
8. Help in learning human relations skills to get along well with fellow workers, friends, and family members.	60%	80%	20%
9. Information about the specific steps they should go through in making an important decision or solving a problem.	40%	76%	36%
10. School counselors who help them to become aware of their strengths and limitations as they relate to the future.	10%	69%	59%
11. Opportunities to develop basic economic survival skills, such as setting up a personal budget or comparing prices.	20%	62%	42%
12. Opportunities to develop dependability and responsibility.	83%	81%	2%
13. Help in developing self-confidence and respect for self and others.	83%	84%	1%
14. Opportunities to develop an understanding towards the contribution of people in various careers within our society.	49%	72%	23%

NOTE: The next four questions are for high school staff only.

	Percent Yes Response		Discrepancy
	Does the school have it?	Does the school need it?	Need minus have
19. A policy statement from the local board of education supporting and defining career education.	26%	62%	36%
20. One person designated to coordinate career education efforts within the school system.	28%	60%	32%

	Percent Yes Responce		Discrepancy
	Does the school have it?	Does the school need it?	Need minus have
21. Cooperation of teachers in integrating career education with the total school curriculum.	32%	61%	29%
22. Adequate evaluation systems to measure the efficiency and effectiveness of career education efforts.	10%	48%	37%
23. Assistance in identifying, cataloging, and using school and community resources which may support career education concepts.	18%	58%	40%
24. Planned conferences for teachers, administrators, and counselors to share ideas and resources.	14%	35%	21%
25. Released time for teachers, administrators, and counselors to develop local career education materials.	9%	46%	37%
26. Inservice training for all school staff concerning the infusion of career education concepts within the existing curriculum.	12%	51%	39%
27. A local needs assessment for the infusion of career education concepts within the existing curriculum.	15%	65%	50%
28. A local plan for the implementation of career education concepts within the existing curriculum.	21%	54%	33%
29. Communication and cooperation between school and community to facilitate the infusion of career education concepts.	23%	76%	53%
30. A program of testing to help students identify their interests and aptitudes.	22%	79%	57%

TABLE 5

SOUTH CAROLINA CAREER EDUCATION SURVEY
Junior High 2nd Middle Schools
Number = 157 Staff Members
Results

	Percent Yes Response		Discrepancy
	Does the school offer it?	Do students need it?	Need minus offer
1. Information about what kinds of jobs are likely to be available now and in the future.	29%	77%	48%
2. Information from people in the community who come to their classes to talk about their work and the requirements for their jobs.	20%	69%	49%
3. Field trips to observe businesses and industries they are interested in.	16%	74%	58%
4. Information about how their ability and achievement test results can help them in planning their career or educational goals after high school.	26%	46%	20%
5. Help in discovering whether they are interested in working primarily with people, ideas, or things.	14%	79%	65%
6. Information about how their different school subjects are related to career possibilities or job requirements.	19%	79%	60%
7. Opportunities to relate their hobbies or out-of-school activities to a career goal.	10%	76%	66%
8. Help in learning human relations skills to get along well with fellow workers, friends, and family members.	38%	84%	46%
9. Information about the specific steps they should go through in making an important decision or solving a problem.	25%	86%	61%
10. School counselors who help them to become aware of their strengths and limitations as they relate to the future.	51%	82%	31%

	Percent Yes Response		Discrepancy
	Does the school offer it?	Do students need it?	Need minus offer
11. Opportunities to develop basic economic survival skills, such as setting up a personal budget or comparing prices.	15%	79%	64%
12. Opportunities to develop dependability and responsibility.	47%	85%	38%
13. Help in developing self-confidence and respect for self and others.	43%	84%	41%
14. Opportunities to develop an understanding towards the contribution of people in various careers within our society.	20%	77%	57%

NOTE:

	Percent Yes Response		Discrepancy
	Does the school have it?	Does the school need it?	Need minus have
19. A policy statement from the local board of education supporting and defining career education.	24%	72%	48%
20. One person designated to coordinate career education efforts within the school system.	35%	77%	42%
21. Cooperation of teachers in integrating career education with the total school curriculum.	18%	72%	54%
22. Adequate evaluation systems to measure the efficiency and effectiveness of career education efforts.	7%	69%	62%
23. Assistance in identifying, cataloging, and using school and community resources which may support career education concepts.	19%	79%	60%
24. Planned conferences for teachers, administrators, and counselors to share ideas and resources.	15%	70%	55%
25. Released time for teachers, administrators, and counselors to develop local career education materials.	4%	72%	68%
26. Inservice training for all school staff concerning the infusion of career education concepts within the existing curriculum.	7%	65%	58%

	Percent Yes Response		Discrepancy
	Does the school have this?	Does the school need it?	Need minus Have
27. A local needs assessment for the infusion of career education concepts within the existing curriculum.	6%	64%	58%
28. A local plan for the implementation of career education concepts within the existing curriculum.	14%	69%	55%
29. Communication and cooperation between school and community to facilitate the infusion of career education concepts.	14%	73%	59%
30. A program of testing to help students identifying their interests and aptitudes.	14%	82%	68%

TABLE 6

SOUTH CAROLINA CAREER EDUCATION SURVEY
High Schools
Number = 135 Staff Members
Results

	Percent Yes Response		Discrepancy
	Does the school offer it?	Does the school need it?	Need minus offer
1. Information about what kinds of jobs are likely to be available now and in the future.	53%	80%	27%
2. Information from people in the community who come to their classes to talk about their work and the requirements for their jobs.	24%	84%	60%
3. Field trips to observe businesses and industries they are interested in.	27%	59%	32%
4. Information about how their ability and achievement test results can help them in planning their career or educational goals after high school.	54%	81%	27%
5. Help in discovering whether they are interested in working primarily with people, ideas, or things.	36%	82%	46%
6. Information about how their different school subjects are related to career possibilities or job requirements.	31%	81%	50%
7. Opportunities to relate their hobbies or out-of-school activities to a career goal.	7%	58%	51%
8. Help in learning human relations skills to get along well with fellow workers, friends, and family members.	35%	83%	48%
9. Information about the specific steps they should go through in making an important decision or solving a problem.	22%	82%	60%
10. School counselors who help them to become aware of their strengths and limitations as they relate to the future.	49%	88%	39%

		Percent Yes Response		Discrepancy
		Does the school offer it?	Do the students need it?	Need minus offer
11.	Opportunities to develop basic economic survival skills, such as setting up a personal budget or comparing prices.	25%	79%	54%
12.	Opportunities to develop dependability and responsibility.	40%	87%	47%
13.	Help in developing self-confidence and respect for self and others.	38%	90%	52%
14.	Opportunities to develop an understanding towards the contribution of people in various careers within our society.	14%	71%	57%
	NOTE: The next four questions are for high school staff only.			
15.	Help for students in getting a part-time or summer job to make extra money.	24%	74%	50%
16.	Help in getting job experience to learn something about a field they are particularly interested in.	26%	71%	45%
17.	Information about what employers expect of new employees.	26%	86%	60%
18.	Information about how to apply for a job and conduct themselves at a job interview.	35%	87%	52%
		Percent Yes Response		Discrepancy
		Does the school have it?	Does the school need it?	Need minus Have
19.	A policy statement from the local board of education supporting and defining career education.	35%	76%	41%
20.	One person designated to coordinate career education efforts within the school system.	42%	76%	34%
21.	Cooperation of teachers in integrating career education with the total school curriculum.	18%	75%	57%

	Percent Yes Response		Discrepancy
	Does the school have it?	Does the school need it?	Need minus Have
22. Adequate evaluation systems to measure the efficiency and effectiveness of career education efforts.	6%	73%	67%
23. Assistance in identifying, cataloging, and using school and community resources which may support career education concepts.	13%	74%	61%
24. Planned conferences for teachers, administrators, and counselors to share ideas and resources.	10%	56%	46%
25. Released time for teachers, administrators, and counselors to develop local career education materials.	4%	59%	55%
26. Inservice training for all school staff concerning the infusion of career education concepts within the existing curriculum.	6%	56%	50%
27. A local needs assessment for the infusion of career education concepts within the existing curriculum.	5%	62%	57%
28. A local plan for the implementation of career education concepts within the existing curriculum.	13%	68%	55%
29. Communication and cooperation between school and community to facilitate the infusion of career education concepts.	11%	77%	66%
30. A program of testing to help students identify their interests and aptitudes.	75%	79%	4%

TABLE 7

SOUTH CAROLINA CAREER EDUCATION STAFF SURVEY
District Coordinators for Special Education
Number = 64 District Coordinators
Results

	Percent Yes Response		Discrepancy
	Does the school offer it?	Do the students need it?	Need minus offer
1. Information about what kinds of jobs are likely to be available now and in the future.	33%	92%	59%
2. Information from people in the community who come to their classes to talk about their work and the requirements for their jobs.	11%	89%	78%
3. Field trips to observe businesses and industries they are interested in.	20%	86%	66%
4. Information about how their ability and achievement test results can help them in planning their career or educational goals after high school.	27%	73%	46%
5. Help in discovering whether they are interested in working primarily with people, ideas, or things.	22%	81%	59%
6. Information about how their different school subjects are related to career possibilities or job requirements.	14%	87%	73%
7. Opportunities to relate their hobbies or out-of-school activities to a career goal.	3%	72%	69%
8. Help in learning human relations skills to get along well with fellow workers, friends, and family members.	41%	87%	46%
9. Information about the specific steps they should go through in making an important decision or solving a problem.	23%	87%	64%
10. School counselors who help them to become aware of their strengths and limitations as they relate to the future.	33%	85%	52%

		Percent Yes Response		Discrepancy
		Does the School offer it?	Do the students need it?	Need minus Offer
11.	Opportunities to develop basic economic survival skills, such as setting up a personal budget or comparing prices.	40%	86%	46%
12.	Opportunities to develop dependability and responsibility.	46%	82%	36%
13.	Help in developing self-confidence and and respect for self and others.	37%	85%	48%
14.	Opportunities to develop an understanding towards the contribution of people in various careers within our society.	17%	84%	67%

NOTE:

		Percent Yes Response		Discrepancy
		Does the school have it?	Does the school need it?	Need minus Have
19.	A policy statement from the local board of education supporting and defining career education.	26%	77%	51%
20.	One person designated to coordinate career education efforts within the school system.	30%	76%	46%
21.	Cooperation of teachers in integrating career education with the total school curriculum.	15%	83%	68%
22.	Adequate evaluation systems to measure the efficiency and effectiveness of career education efforts.	2%	76%	74%
23.	Assistance in identifying, cataloging, and using school and community resources which may support career education concepts.	12%	72%	60%
24.	Planned conferences for teachers, administrators, and counselors to share ideas and resources.	10%	71%	61%
25.	Released time for teachers, administrators, and counselors to develop local career education materials.	5%	60%	55%

	Percent Yes Response		Discrepancy
	Does the school have it?	Does the school need it?	Need minus Have
26. Inservice training for all school staff concerning the infusion of career education concepts within the existing curriculum.	9%	67%	58%
27. A local needs assessment for the infusion of career education concepts within the existing curriculum.	10%	64%	54%
28. A local plan for the implementation of career education concepts within the existing curriculum.	14%	71%	57%
29. Communication and cooperation between school and community to facilitate the infusion of career education concepts.	20%	72%	52%
30. A program of testing to help students identify their interests and aptitudes.	30%	72%	42%